



HH/KINE 4715 3.0 BLEN

Experiential Education in Chronic Disease Management

Fall Term 2023

Pre/Co-requisites: HH/KINE 4010 and 4020. Students must have completed a minimum of 84 credits of their undergraduate Kinesiology & Health Science degree with a minimum of a B+ GPA.

CONTENTS

- Course Costs 2
- Instructional Technologies..... 2
 - Course Website / Learning Management System 2
- Location 2
- Class Time 3
- Course Director 3
- Communication..... 3
 - Office Hours for two-way individual Communication:..... 4
- Expanded Course Description..... 4
 - Learning Objectives..... 4
- Class Format & Associated Policies:..... 5
 - Classroom and Technology Etiquette Considerations 5
 - Discussion Guidelines for Class Participation (online too) 6
 - Lecture Recording & Intellectual Property..... 6
- Required Readings/Supportive Materials 7
- Evaluation: 8
- Policies: 14
 - Absence and Lateness Penalties:..... 14
 - Grading & Marking..... 14
- Other Important Course Information and Policies: 15
 - Access/Disability 16
 - Religious Observance Accommodation..... 17
 - Student Conduct 17

Tentative Course Schedule / Timetable 19

Course Costs: \$100USD online course/ certification (paypal / credit card)

Note: Students must have access to personal transportation to get to and from the site visits (see schedule; or arrange for carpooling or rides) and pay for related costs such as parking.

Instructional Technologies

This is a course that includes remote teaching and learning. Students are expected to participate in the course through videoconferencing. In addition to a stable, higher-speed Internet connection, students will need a computer with webcam and microphone. You also need to be able to share your screen for the 2 skill evaluation lectures.

Several platforms will be used in this course (e.g., Eclass, Zoom) through which students will interact with the course materials, the course director / TA, as well as with one another. Technology requirements and FAQs for Eclass can be found here: <http://www.yorku.ca/eclass/students/faq/index.html>. Students are required to share any IT accommodation needs with the instructor as soon as they are able.

Course Website / Learning Management System eclass.yorku.ca

Throughout the semester, I will be using Eclass to provide you with course information, messages, discussion, etc. Be sure to consult Eclass on a regular basis to ensure that you receive all relevant course documentation and information. See topic 1 for syllabus updates and course policy-related topics.

Location

HNE 230 or off-site visit or Zoom (link under topic 2 “communications” on eclass; <https://yorku.zoom.us/j/6943025592?pwd=TTVzbU12QTltaHkxOUtVNWd3bXAyUT09>). Be sure to sign in to your PPY York U Zoom account before logging in, so we can identify your participation in polls, etc as needed (otherwise you will appear as a “guest” only).

Useful links: [Zoom@YorkU Best Practices](#); [Zoom@YorkU User Reference Guide](#); [Student Guide to eLearning at York University](#)

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 (but the latter renders it difficult to capture your participation).
- 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.

Class Time: Thursdays 8:30am-11:20pm (break from 9:50-10:10)

Course Director: Sherry L. Grace, PhD, FCCS, CRFC (you can call me “Professor Grace”
Professor, School of Kinesiology and Health Science
Sr. Scientist, Toronto Rehabilitation Institute, University Health Network
Bethune 368
(416) 736-2100 x.22364

Teaching Assistant: Taslima Mamataz
Bethune 222b
(416) 736-2100 ext. 20575

Communication:

cdmstudy@yorku.ca (use this email address please, or eClass forum under Topic 2 ‘lecture clarification / Misc. / FAQs’; Prof. Grace will not respond to course-related emails sent to her individual email address as the TA cannot access it. This email goes to TA & Prof. Grace)

Email is a great technology when used in moderation. Consult the course outline and eClass prior to emailing, since often the information is there. Emailed queries on material found in the course outline and/or on Eclass will not be answered. Course material will be reviewed in class or on eClass only (otherwise other students who may have the same question would not benefit from the response).

Although you may use email to share comments and concerns not raised in class, email communication should be reserved primarily for arranging appointments and/or attending to issues that need to be resolved immediately (i.e., cannot wait until the next class). Email is ideal for personal and confidential communications specifically.

Please include a summary of your issue in the subject line of the email. Every effort will be made to respond to emails within two working days. Email is monitored by the TA primarily, during business hours (not weekends), who forwards queries to Prof. Grace as needed. While you might expect a response from the TA within 24 hours on weekdays, Prof. Grace generally monitors the emails on days with lectures, in the morning. Do not re-send your queries or we will not respond.

Please ensure that email messages are professional, clear and coherent, as I hope you will enhance your writing skills through this course. Use a proper salutation. Avoid text messaging terms, inappropriate language, emoticons and use proper spelling, punctuation and grammar. Be polite. Please see the netiquette guidelines posted on Eclass for more information. We reserve the right not to respond to email communication that does not conform with the above.

You may be sending completion documentation or missed evaluation documentation via email. Please note we will not confirm receipt of this documentation, and do not write to confirm receipt. Documentation received will be processed, and your grade will reflect that accordingly; if you have an issue with your grades, see the policy on that below.

Please use the Eclass discussion board (topic 2 “lecture clarification / misc. / FAQs”) to seek information from Prof. Grace and other students, including about course content. Again, Prof. Grace generally monitors these the morning of days with lectures, and the TA every business day. This is an excellent forum for asynchronous student-to-student communication. This is to be used rather than a messaging app external to the Learning Management System, as the TA and professor cannot monitor it for inaccuracies, and it reduces the risk of potential academic dishonesty. If you wish to communicate with your fellow students in smaller groups, please email the course email address and we can facilitate that for you.

Office Hours for two-way individual Communication:

Tuesdays 9-9:30 am (please note some exceptions in the schedule below) via zoom link <https://yorku.zoom.us/j/6943025592?pwd=TTVzbUI2QTltaHkxOUtVNWd3bXAyUT09>.

There is a waiting room enabled so we can speak 1-to-1. I apologize in advance if you have to wait because another student arrived ahead of you; I will let you in when I am finished with the previous student.

If you have a conflict during these scheduled office hours, I am happy to arrange another appointment with you via email.

Please come if your query is not brief, you cannot ask it before class, requires privacy, and/or is not suited to an email discussion (see above). Please note again that course material will be reviewed during class only (i.e., happy to provide clarification [although it is preferable you ask for clarification during class, as other students likely have similar questions], but not to summarize missed lectures). Clarification of course content is generally reserved for class time or on eClass only so it can benefit all students.

Expanded Course Description:

This experiential education in chronic disease management programs is designed to provide students with the necessary knowledge, non-clinical skills and competencies required to positively influence the health of people with chronic conditions. It also aims to enhance understanding of interprofessional care environments. Students are encouraged to foster a reflective and questioning approach to the care of chronic disease patients to improve care delivery.

Learning Objectives:

After completing this course, students may be able to:

1. Articulate critical appreciation of the interrelationships between healthcare professionals in chronic disease management delivery.
2. Explain how to promote client self-management of health-promoting behaviours.
3. Develop a greater awareness of equity in health, and how this can affect health outcomes.

4. Demonstrate critical thinking to facilitate decision-making and evaluation of care.
5. Summarize the role of a patient management system for report-generation and quality improvement.
6. Consider exercise class procedures, including format and documentation.
7. Recognize chronic disease risk factors and medications.
8. Apply exercise prescription guidelines in case scenarios, including setting training heart rates and cut-offs, as well as progression.
9. Complete exercise leadership including warm-up, resistance training, and cool-down.
10. Demonstrate ability to educate patients regarding chronic disease self-management, based on behavior change principles, in a patient-centred manner.
11. Classify models of care and external services available to chronic disease patients such as heart function clinics and psychiatric consults, and recognize when referrals may be appropriate.
12. Present ideas and arguments in a well-structured and coherent manner using appropriate communication formats (note: if English is not your first language, you are welcome to consult with York's Writing Centre, or meet with the TA or Professor during office hours to get feedback on drafts)

Class Format & Associated Policies:

Lectures will be interspersed with extensive student discussion of the readings and lecture material, and brief videos to exemplify key concepts. Powerpoint files of the lecture material can be found on eclass (topic 4). Please note that these files may be updated with more recent material the morning of class as I prepare (apologies in advance for any inconvenience); please let me know if you do not have an updated version and I can post after class.

Each class will start with housekeeping items; once all questions are answered you should hold any newly-arising administrative questions until next class or pose them via another means such as the discussion forum (topic 2) as per the course outline. This reduces disruptions to learning for other students. Only ask housekeeping questions that are not answered in this syllabus so we do not waste precious class time together.

You should estimate spending on average 6 productive hours each week on the course (i.e., reading, in class, and online).

Many classes will be led by professionals working in a healthcare setting, to provide experiential perspectives on the course content. Please consult the schedule at the end of this syllabus.

Classroom and Technology Etiquette Considerations

I am passionate about cardiac rehab! I will come to class prepared and eager to share what I know about cardiac rehab. I endeavor to create an excellent learning environment, but that cannot happen if I am the only one who is prepared. I expect that you will come to class on time (and not leave early), having read the assigned readings, participate in class discussions, and learn with a growth mindset.

I encourage you to have your videocamera on for the online lectures to facilitate 2-way communication and fulsome discussion of course material; research shows the more engaged you are, the more you will learn and retain the information long-term. This also helps me gauge how well I am engaging you, and if you are understanding the lecture, as well as enables me to get to know you as students.

Avoid multi-tasking and focus your attention on the class. You might want to minimize/close all other windows so you aren't distracted by email or other applications.

Turn off your phone or put it away; just like in class, please use it only if there is an emergency. Try to avoid checking social media, email etc. during class time so you get the most of the learning opportunity; I suggest you turn off your alerts.

Discussion Guidelines (online too)

- What we say in class or on class forums is confidential. This fosters an atmosphere for open, honest exchange.
- Our primary commitment is to learn from one another. We will listen to each other and not talk at each other.
- We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
- Respect others' rights to hold opinions and beliefs that differ from your own.
- When you disagree, challenge or criticize the idea, not the person.
- Listen/read carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker/writer's comments.
- Be courteous. Don't interrupt or engage in private conversations while others are speaking. Be aware of messages you may be communicating with your body language.
- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

Lecture Recording & Intellectual Property

When technologically possible (i.e., depends on capability in classroom we are assigned), I will record lectures for posting on eclass for educational purposes and as a means to enhance accessibility. I will not be able to put on closed captioning because it causes zoom to crash. Please remind me if I do not have recording on during a lecture, as I have

forgotten! Recordings from previous terms will be posted in lieu if I cannot or forgot to record, where available.

The powerpoint slides and recordings of lectures must be treated with the utmost respect, recognizing that the information is Prof. Grace's intellectual property. Take appropriate measures to safeguard the material, including not sharing the material with anyone without Prof. Grace's prior permission. Students do not have permission to duplicate, publish/post, sell, copy and / or distribute the recordings outside of class. You must maintain the confidentiality of other class participants captured in recordings. You must delete any saved files after your final grade has been confirmed in the course. Breaching these or other conditions governing recording could constitute academic dishonesty and you could then face sanctions under the Senate Policy on Academic Honesty.

Required Readings/Supportive Materials:

See links in schedule at end (be sure you are signed into Passport York to access them; e.g., you won't be able to access them if you have saved this course outline outside of eclass and are clicking the reading links from there. You need to go in to eclass, open the syllabus and then click the links) or PDF of articles in Eclass (topic 5; those that you can't link to online), which correspond to those listed in the weekly outline below.

Course materials are designed for use as part of KINE 4715 at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

Evaluation:

The final grade for the course will be based on the following items weighted as indicated: (assignment submission details found below).

		% of Total Grade	Date Due
1	Cardiac Rehabilitation Foundations or Heartwise Exercise Certification	15%	before 3rd class – by time class is formally scheduled to start
2	Class participation (polls) & professionalism (or another training course)	10% (5 x 2%)	random classes (course documentation before last class)
3	4 Reflections	10% (1% x 4 for completing each; 6% for quality of 1 randomly marked)	5pm Friday after last class for last one
4	Skill performance: patient education	15%	in class as per schedule below (upload due before class)
5	Skill performance: leading exercise	15%	in class as per schedule below (upload due before class)
6	Take-home final exam	35%	One week from last class by noon

1. Students are asked to complete the \$100USD International Council of **Cardiovascular Prevention and Rehabilitation “Cardiac Rehab Foundations Certification” (CRFC) OR Heartwise Exercise (HWE)** online training (note this also includes other chronic diseases; see: <https://heartwise.ottawaheart.ca/professionals/heart-wise-exercise-training>; \$109CAD; 50 multiple choice question exam; navigate to shopify, it is not the ON fitness council one). The CRFC is found online at:

<http://globalcardiacrehab.com/training-opportunities/certification/> (click on rectangle “click here to access more information...”). Read the information, and then click in the top right to complete the application form, with attachments (e.g., your highschool diploma if you can locate it); if you do not have 500 hours volunteer or other experience in a healthcare setting, it is okay as they are aware students from my course will be applying and will waive this requirement). Then you will see a message with link to pay the fee on paypal (you will need a credit card) and create a log in (save the password so you can login again later; username is the email you used in the application form).

View the 8 online modules, and then do the online multiple-choice exam. There are practice questions available online (also timed; suggest you do this until you feel confident you will get >70% and not have to pay additional fee). Please note you will not be able to access the final exam until you have at least viewed all modules; do not leave this to the last minute. The exam is timed (approximately 1 minute / multiple choice question); ensure when you start the exam you will be able to complete the 80 questions; you will not receive a mark for unanswered questions.

You must earn at least 70% on the multiple-choice exam to get the CRFC designation to put after your name (You can repeat the exam up to 3 times for a \$50 fee each time).

Forward the CRFC (PDF the screen with your final exam score) or HWE exam grade to the course email address by the deadline in the above table. Your grade will be prorated as per the weight in the evaluation table above. Lateness penalties are outlined below. Please note we will not confirm receipt of your email. (FYI There are no ongoing renewal requirements for the CRFC.)

2. This course is optimized by student engagement and **participation**. Some of the best learning in the course can come from grappling with the course material throughout the term. In-class participation grades will be based on participation in lecture polls (be sure you are signed into York U Zoom so your name is captured). There will be 5 polls at random times. You will earn 2% for answering each (many are opinion-based so they are not based on correctness, but completion). There are no make-up opportunities (including if you were admitted to the course after a poll). Grades may be deducted or added based on how students present themselves, act and communicate when interacting with the TA, their peers and guest lecturers (synchronous or asynchronous), in accordance with course and University policies.
Alternatively if you need to miss class for health or another valid reason, students can elect to complete the other online training course they did not complete from above (i.e., CRFC or HWE; if both were done as you took another one of my classes, you could find another online and email the course address to see if it would be a suitable alternative). If you earned $\geq 70\%$ on the final exam, you will earn the full participation grade. Unless the documentation is provided by the deadline, this will not be recognized toward your grade (no extensions).
3. **Course reflections** are done online for 4 lectures *with readings* you select, through Eclass Topic 3 discussion forum “reflections”. You are to do 2 before-

class, and 2 after-class reflections before the end of term, for 4 different lectures (reflections for the same class will not count). In your post, specify at the top the lecture date to which your post pertains to help your fellow students, and whether it is before or after-class. Note you cannot do reflections for lectures without assigned readings.

BEFORE CLASS: Based on ALL the assigned readings only for the class (see listed under underlined “reading” subheading for each date in the schedule at the end of the syllabus), please post answers to the following questions:

1. What did you learn?
2. Why is it important?
3. How does the material relate to your life?
4. What questions do you now have about the topic?

Please enumerate your responses (if more than one reading you can answer the 4 questions separately for each reading if you wish, but ensure it is evident you are covering all assigned readings). Write at least 10 sentences (approx. 2-3 for each question; approximately 15 lines, depending on your screen size).

AFTER CLASS: Considering deadlines stated below, pick one reflection from before class to which no other student has yet responded (unless there are none without responses, in which case you can answer the 4 questions above based on the readings and lectures and put a note at top about this; or someone posts while you are drafting yours it will still count as we will see the time proximity). Respond to and build on the student’s reflection, based on the content from the lecture (italicized topics in schedule below) AND the reading(s) from that class date (it must be evident you have considered both). You can try to answer their questions (from # 4 above) if they were answered in the lecture, but it is not necessary (i.e., you do not need to read external material). Write at least 10 sentences (or approximately 15 lines, depending on your screen size). Your reflection need not be in the 4-question format.

Before-class posts are due by at least one minute before that class starts. After-class posts are due by Friday at 5pm. Posts for asynchronous classes must adhere to the day of the week guidelines, but time of day is flexible (so again, specify if yours if before or after class to facilitate allocation). Posts will not be accepted late (i.e., 0%) as the purpose is to encourage engagement with the material before/after class to facilitate learning. Given postings can be done ahead of time, on the date of your choice, and that they are asynchronous, documentation for missed reflections for any reason will not be accepted. If yours is late, post another time to ensure you have 4 submitted on time before end of term.

You can find some examples of some higher-quality posts (i.e., 85%) on eclass under topic 3 (obviously they are for different readings). You will be graded on the content, your writing (see writing resources on eclass in evaluation topic 3), and your self-reflection / critical thinking skills, namely:

- Application of ideas: ability to analyze practice situations, as well as evaluate and make constructive suggestions regarding clinical settings / organizations.
- Self-evaluation: ability to accurately assess your own level of effectiveness and competence, as well as to identify strengths and learning needs

- Adaptability: ability to learn from the experiential activities of the course, to be open to new ideas, as well as to accept and learn from differences in the experience of others
- Innovation: ability to see new and better ways of doing things
- Use complete sentences, paragraphs, and correct spelling and grammar.

You are welcome to come to office hours to get individual feedback on your reflections, to inform your postings later in the term. At the end of term, one randomly selected reflection will be graded on content (2%) and writing skills (4%; 6% total). If it is not evident the selected reflection is based on all assigned readings (and the lecture for after-class reflections) for that date as per the schedule at end of this document, you will only receive 1%. You will lose 1 mark (i.e., 0%) for each missing post less than 4 by the deadline. You are welcome to respond to other students at any time through to the end of the course, but that will not be considered in your overall reflection grade at the end of the term.

4. & 5 You will also be evaluated on **skill performance**. During 2 classes (see schedule below), you present a (1) mini patient *education* session (choose one of the following topics, or pitch another: the heart and heart diseases; cardiac tests and treatments; cardiac signs and symptoms / emergencies; understanding and managing your risk factors [hypertension, dyslipidemia, abdominal obesity, including medications]; starting your exercise program; exercising safely [e.g., hot and cold weather...]; heart-healthy diet [could include reading food labels]; stress management; maintaining and self-managing exercise; returning to work). and (2) lead the class in part of an *exercise* routine (sign-up for: warm-up, aerobic exercise, resistance training, cool down, or relaxation). Sign-up for each on eclass in topic 3.

For each, you will have 4 minutes to present. Information regarding what is expected and the grading rubrics can be found on eclass under topic 3, and the assigned readings for the presentation dates include guidance as well. No references are needed. Prepare as if your audience were cardiac rehab patients. Use powerpoint or a similar software program for the patient education (not needed for exercise). If you use equipment (e.g., therabands) for the exercise leadership, post to eclass discussion forum (topic 2 Misc.) in advance so we can bring what is required if we have it to join in (everyone come in your CR-appropriate exercise clothes ready to join in!). If you would like to use music, some services suggest songs by beats per minute, so you can select something appropriate to your aspect; check the music though does not compete with hearing your voice clearly. *Record ahead* by using any software program (e.g., you can use your free York zoom account and save to your local device: https://lthelp.yorku.ca/156348-zoom-functionality/how-to-share-zoom-recordings?from_search=71810493) *Upload to eclass before class* (Topic 3); if you are having difficulty, post it privately to a free YouTube account and copy the shareable link to the video to post in eclass.

You will present the patient education but not exercise live so it can be interactive, and turn on your camera. If you have technological issues, we can use the back-up recording. For the exercise presentation, given challenges with camera placement, music etc., during class you will share your screen while playing your recording, and have your camera on (will put spotlight on you). We will rate one another, so you will receive anonymous

feedback (see eclass topic 3 for survey link; 2 mins following every presentation during which time the next presenter will share their screen), and Prof. Grace / TA will assign you a final grade (volunteer to time the presentations might get an extra grade 😊).

6. The **final** exam will be a **take-home** test. The format will be an essay which requires synthesis and application of course material (including readings) to promote critical thinking (not personal reflection). The exam will cover course material from the entire term.

You will be provided information during the last lecture, with details on your choice to develop a cardiac rehab program proposal or respond to a patient management case study. You may type up to five pages; double-spaced, 12-point font, Times New Roman, at least 1.91cm on all 4 sides of the paper (normal margins in Word). If the final exam does not conform with this format, we will only consider the equivalent of 3 pages of your written response based on the above parameters when marking. You do not need a cover page or your name. You can put “Program proposal” or “Case study” in the header so the question does not take up your space.

You should integrate content from the lectures (including citations on the slides; please contact course email if you cannot identify after searching online [e.g., google “cardiac rehab”, the author name and year] that you really want to cite), the CRFC/HWE, eclass links of interest, guest lectures and assigned readings only into your answers. Do not incorporate external material (anything from an external source will not be graded).

You should cite the readings and the citations listed in the lectures to demarcate you are sharing/summarizing others’ ideas; Tips on when you should cite at the end of a sentence are posted on eclass in topic 3. You can use any consistent, established format of your choice, but I suggest you use numbers to ensure you do not use up your page space (e.g., Vancouver style). You can then start a 6th page with references with the corresponding numbers (no limit). Link to the free reference software Mendeley is on eclass under “links of interest” if you would like to use that; the TA or a librarian could answer any questions on how to use, but I suggest you familiarize yourself with it early in the term in case you have questions. To cite an informal idea in a lecture (i.e., slide without study or citation), simply write “In Prof. Grace’s lecture on xxxxx, ...”; it does not need to go in the reference list at the end, and you do not need to specify the slide number or do this more than once in a paragraph if it pertains to the same lecture; to cite the CRFC or HWE, put “(CRFC/HWE)”; to cite any links on eclass, use a superscript number and enter the URL in the reference list. You can use the established format of your choice for the reference list. For more information see York’s SPARK module on “creating bibliographies”.

You will be graded on your writing in addition to content. You should exploit grammar and spelling check features of your software. There are some writing resources on eclass; I suggest you have a look at them early in the term. You should write formally (perhaps in the third person). You can introduce approximately 3 acronyms (e.g., CR). I suggest you develop an outline for yourself before you get writing. Start with an introductory paragraph that is broad and outlines for the reader what is to come at the end. I suggest you use subheadings in the essay. End with a summary paragraph.

If you have questions, email the course address (there **will be** office hours between distribution of the take-home exam and the due date). We cannot respond to content-related questions. If we cannot resolve via email, we can schedule a webcall.

You are to work individually on your take-home exam, and follow academic honesty policies. To promote academic integrity, submit your take-home exam through Turnitin.com in eclass (grading topic 3) for a review of textual similarity and the detection of possible plagiarism, so we receive the originality report with your exam by the deadline outlined above. You can upload your file in any format. Content in parentheses will not be considered as “unoriginal” (but do not remit an essay with a patchwork of quotes as it will not be graded highly; generally you should paraphrase, but there may be some key information you wish to quote). It is recommended that you submit your exam to turnitin.com in advance of the deadline, as the option is available for you to see your originality report, and revise your work as necessary until you have an original take-home exam to submit. (You may choose not to submit your work through Turnitin. If you choose this option, you are required to remit an outline, as well as a first draft of each question, along with your final submission, in electronic form. We would copy into google, etc. to test for originality.)

Marking and exam grades will be posted on eclass once marking is complete. There will be office hours so you can review your exam grading if you wish (see end of course schedule for time), or make an arrangement with Prof. Grace via course email if that time does not work, within 2 weeks of grade distribution (see grading policies below).

Policies:

Absence and Lateness Penalties:

As outlined above, reflections are not accepted late. Missed polls cannot be made up.

If your skill evaluation presentation materials, CRFC/HWE completion documentation email or take-home exam are not received by the due date and time, you will be penalized by 10% for lateness (to midnight). I specify this out of fairness for the students who remit their work punctually. Each day thereafter which it is not received, you will be penalized a further 10%.

If you are late for a valid reason, you should email independent and formal documentation to the course email address (e.g., obituary, motor vehicle accident report); please note however that you would need to cover a substantive number of the days between the course start date and CRFC/HWE deadline or provision of take-home exam and due date for this penalty not to be enforced. If you are ill, provide a completed York University attending physician statement (available on eclass, topic 1) and you will not be penalized for lateness, through to the date on the physician statement. These will not be accepted after the deadline if they were known before the deadline. If no valid documentation is received and you are late, you will receive a zero.

If you miss the patient education skill session and have acceptable documentation (see above), you can do your 2 skill performances during the exercise leadership class, but the recording is still due before class on the patient education presentation date. If you do not have acceptable documentation, you will be graded zero. If you have acceptable documentation for missing the exercise leadership presentation, you can upload your recording by before class on the day of the presentations for marking. If you have valid documentation for missing both skill performances (rare instance), recordings for both will be graded.

Grading & Marking

The grading scheme for the course conforms to the grading system used in undergraduate programs at York. Assignments and tests will bear either a letter grade designation or a corresponding number grade. For a full description of the York grading system see the Undergraduate Calendar -

http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf. Grades of A and A+ are reserved to recognize students who have clearly taken extra care in their studying and preparation of other course materials; they should not be an expectation for all students. Unofficial final letter grades will be posted on Eclass at the end of the term. Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Students have up to two weeks from the date of return of their work to query the marking. Students who wish to have their work re-marked:

- Wait 24 hours from the receipt of the grade to contact the course director; queries received before this time will not be considered. This will give you time to think dispassionately about your re-marking request.

- Marking queries will not be entertained via email as we cannot have a discussion about input, and clearly the written or other feedback was insufficient for you.
- During office hours, we will review and discuss it 2-way. If you are not available during the office hours, please email the course email address to coordinate a mutually-available time
- Please be advised that your mark may increase, decrease or stay the same (Prof. Grace is a harder marker than the TA; in my experience most grades stay the same). No student is perfect, and there is always room for development.
- These policies have been put into place to mitigate unsubstantiated grade increase requests. They are not meant to be unfair to students. The TA does the course grading, and as the Professor, I am happy to consider any substantiated requests.

Students who wish to discuss their reflection or class participation grades:

- We can review the number of reflections completed, and a few of your reflections with regard to content and spelling /grammar (Prof. Grace will randomly select).
- We can review the dates you participated in class polls.

Students who wish to discuss their skill evaluation grade(s):

- Come to office hours. We can review your posted recording, and I will provide feedback.

Students who wish to discuss their take-home final grade:

- Send an email to course address listing what you wish re-examined before office hours. Write a minimum of half a page explaining why you content your work deserves a higher grade. This response can include quotes from the readings or citations from lectures.
- Do not come to my office hours with grade queries without a prepared written argument to support your case. The meeting will not proceed.
- I will review your answer and prepared defense (sorry you will have to wait quietly and patiently!) while sharing on the screen.

The TA does not do any re-marking. Requests to round up grades will not be considered. Requests to do additional work to increase grades will not be considered. Requests to change weighting of grades will not be considered.

These policies have been put into place to mitigate unsubstantiated grade increase requests. They are not meant to be unfair to students. The TA does the course grading, and as the Professor, I am happy to consider any substantiated requests where potential human error has been made.

Other Important Course Information and Policies:

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents at <https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>; see also more details below):

- Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and the Academic Integrity Website (<https://www.yorku.ca/unit/vpacad/academic-integrity/>).
- Ethics Review Process for research involving human participants (<https://www.yorku.ca/research/human-participants/>)
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/>; *and* <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>)
- Student Conduct Standards (<https://www.yorku.ca/secretariat/policies/policies/code-of-student-rights-and-responsibilities-presidential-regulation/>)
- Religious Observance Accommodation (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>)

York's Academic Honesty Policy and Procedures / Academic Integrity

You are expected to meet York University standards related to academic honesty, including cheating, impersonation, plagiarism, improper research practices, abuse of confidentiality, falsification, aiding and abetting (helping someone else to cheat) or unauthorized modification of an academic record. Accurate referencing is critical. Please be advised that cutting and pasting from a website with no appropriate referencing is considered plagiarism.

York students are subject to the Senate Policy on Academic Honesty (<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>). Using AI tools for any part of assignments or other academic work would be considered plagiarism or cheating under York's policy. Students are not authorized to use text-, image-, code- or video-generating AI-tools when completing coursework, over and above basic spelling and grammar checks.

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>). Please also familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module (<https://spark.library.yorku.ca/academic-integrity-module-objectives/>) at the beginning of the course. The Faculty of Health also has some supplementary videos at: <https://www.yorku.ca/health/academic-honesty-3/>. All breaches in this course will be reported to the appropriate university authorities.

Access/Disability

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with

disabilities may require reasonable accommodation to enable them to perform at their best. York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course, by emailing your accommodation letter from SAS to the course email address. It is the student's responsibility to register with Student Accessibility Services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations (i.e., it is not acceptable to request accommodation at the time of a deadline or after; you will still be penalized for lateness).

Additional information is available at:

- Student Accessibility Services:
 - N108 Ross and N204 Bennett Centre for Student Services, 416-736-5140, <http://accessibility.students.yorku.ca/>
- Student Counselling & Development:
 - N110 Bennett Centre, 416-736-5297, <http://counselling.students.yorku.ca/>
- York's Centre for Human Rights, Equity and Inclusion:
 - <http://rights.info.yorku.ca/>; 416-736-5682

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.

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/secretariat/legislation/senate/harass.htm>.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses and while visiting healthcare institutions, where the patients are more susceptible to severe illness. All students should continue to check the YU Better Together website for the latest information on health and safety. Note, some of the institutions where we visit may require a mask and/or proof of vaccination.

Tentative Course Schedule / Timetable

D a t e	Topic	Leader	Reading(s) (or other training materials) (be sure you are signed into Passport York to access these reading links; e.g., you won't be able to access them if you have saved this course outline outside of eclass and are clicking the reading links from there. You need to go in to eclass, open the syllabus and then click the links. Sorry for the inconvenience, but this is to comply with copyright laws.)	Location / Other Information
Se pt 7	Review of syllabus Introductio n to CDM/CR	Prof. Grace	Start your CRFC (or HWE) certification	Online synchronous (i.e., Zoom)
Se pt 14	CR Benefits CR Models	Prof. Grace	Taylor, R., et al. (2022). The role of cardiac rehabilitation in improving cardiovascular outcomes. <u>Nature Reviews Cardiology</u> ; 19:180-194. http://ezproxy.library.yorku.ca/login?url=https://www.nature.com/articles/s41569-021-00611-7.pdf	In person
Se pt 21	Asynchron ous Virtual CR Tour (Exercise and Education)	Indepen dent	<p>https://www.bhf.org.uk/informationsupport/support/cardiac-rehabilitation-at-home/cardiac-rehabilitation-exercise-videos AND pick some of: https://www.healtheuniversity.ca/EN/CardiacCollege/Active/Resistance_Training/Exercises/Pages/exercise-gallery.aspx (for those of you doing relaxation, here is an example: https://www.youtube.com/watch?v=QJXWbuxBV-E)</p> <p>Pick two of the previous education sessions at: https://www.healtheuniversity.ca/EN/CardiacCollege/Pages/learn-online.aspx (there are sessions specifically for women or stroke patients too you can choose from). I suggest</p>	<p>*no office hours this week</p> <p>asynchronous online</p> <p>CRFC or HWE documentation due before class</p>

			for one session you chose the one covering your selected patient education topic for presentation so you get a sense of content. If you do a course reflection this week, specify which ones you watched, and integrate this in.	
Sept 28	CR Tour	Prof. Grace and TA and MFSc Ebone Davis	Thomas, R et al (2019). Home-based cardiac rehabilitation: A scientific statement from the AACVPR, AHA & ACC. <u>Circ;139</u> . http://ezproxy.library.yorku.ca/login?url=https://www.sciencedirect.com/science/article/pii/S0735109719338744?via%3Dihub	UHN CR – 347 Rumsey Rd. 9-11 am *remit completed confidentiality form to course email address in advance: https://www.uhn.ca/healthcareprofessionals/Observerships/Documents/UHN_confidentiality_agreement.pdf
Oct 5	Peer Review of Exercise Leadership Skills	All students	Hansen et al., (2022). Exercise intensity assessment and prescription in cardiovascular rehabilitation and beyond: why and how. A position statement from EAPC. <u>EJPC;29(1):230-245</u> . http://ezproxy.library.yorku.ca/login?url=https://academic.oup.com/eurjpc/article/29/1/230/6291268 http://www.bacpr.com/resources/34D_BACPR_Core_Comp_Physical_Activity_and_Exercise_Feb_2021.pdf	In person
Oct 19	Patient Education	Dr. Gabriela Ghisi	Pavy, B., et al., (2013). Therapeutic education in coronary heart disease: Position paper from the working group of exercise rehabilitation and sport (GERS) and the therapeutic education commission of the French Society of Cardiology. <u>Archives of Cardiovascular Diseases; 106(12); 680-689</u> .	In person

			http://ezproxy.library.yorku.ca/login?url=https://resolver.scholarsportal.info/resolve/18752136/v106i0012/680_teichdotfoc.xml	
			READING BREAK *no office hours this week	
Oct 26	The patient experience Vulnerable Groups- Low SES	Paul Moffatt Prof. Grace	Shultz et al., (2018). Socioeconomic status and cardiovascular outcomes Challenges and interventions. <u>Circulation</u> ;137:2166-2178. http://ezproxy.library.yorku.ca/login?url=https://www.ahajournals.org/doi/epub/10.1161/CIRCULATIONAHA.117.029652	In person
Nov 2	Peer Review of Patient Education	All students	http://www.bacpr.com/images/BACPR%20Core%20Competences%20for%20the%20Health%20Behaviour%20Change%20and%20Education%20Component%202016.pdf	In person
Nov 9	Cardiac Rehab Site Visit	Lori van Langen / Megan Hurley	Senevirante, C et al., (2009). Achieving interprofessional practice in cardiac rehabilitation. <u>JCRP</u> ; 29(6):380-4. http://ezproxy.library.yorku.ca/login?url=https://oce.ovid.com/article/01273116-200911000-00007/HTML	*no office hours this week TBC: CR Central East Regional Cardiovascular Rehab Scarborough Health Network; York in person, or Zoom
Nov 16	Digital Health and Chronic Disease	Riyad Akbarali	Taylor, ML., et al. (2022). Digital health experiences reported in chronic disease management: An umbrella review of qualitative studies. <u>J Telemed Telecare</u> ;28(10):705-717. https://pubmed.ncbi.nlm.nih.gov/36346938/	In person

	Management			
Nov 23	Return to Work	Sidsel Marie Bernt Jørgensen	Reibis et al., (2019). The importance of return to work: How to achieve optimal reintegration in ACS patients. EJPC;13(1):1358-1369. http://ezproxy.library.yorku.ca/login?url=https://resolver.scholarsportal.info/resolve/20474873/v26i0013/1358_tiertwaoriap.xml	Online synchronous
Nov 30	Online Course Evaluation Wrap-Up (incl. Q & A re: readings) Disseminate Take-Home	Prof. Grace	Hivert MF, Arena R, Forman DE, Kris-Etherton PM, McBride PE, Pate RR, et al. Medical Training to Achieve Competency in Lifestyle Counseling: An Essential Foundation for Prevention and Treatment of Cardiovascular Diseases and Other Chronic Medical Conditions: A Scientific Statement from the American Heart Association. Circulation. 2016;134:e308–27. http://ezproxy.library.yorku.ca/login?url=https://www.ahajournals.org/doi/epub/10.1161/CIR.0000000000000442	Online synchronous https://courseevaluations.yorku.ca/ *note there will be office hours Dec 5, same time

Wed Jan 10 9-10am

I will hold office hours so you may come review your grades if you would like, as per policies above.

THANK YOU FOR YOUR CONTRIBUTIONS TO THE COURSE!