



HH/KINE, GH 4720 & HH/NURS 4700 3.0
Secondary Prevention of Heart Disease:
Cardiac Rehabilitation in a Global Context

F Term 2023 BLENDED

Prerequisites: HH/NURS 3515 3.00 or HH/KINE 2049 or HH/IHST 2100

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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, and/or a smart device with these features.

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.

Please ensure you have a camera for the video 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. I appreciate if you turn your webcam on so I can get to know you (this is of particular help if you ever want a letter of reference!).

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 “course outline & policies” section for syllabus updates and course policy-related topics)

Location

As per the schedule at end, class will be in:

SC 222 (note we all share a responsibility to keep one another safe, including staying home if you're feeling unwell. Course materials are available online for those who cannot attend classes due to self-isolation or illness.

<https://www.yorku.ca/bettertogether/>)

If in person, please be sure to have a device to log in to zoom to be prepared for random polls.

OR Zoom (link under “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 (otherwise you will appear as a “guest” only).

The guidelines below are intended to help us have smooth conversations in Zoom and promote a positive learning environment for us all.

- Please add a profile photo to your Zoom account, so we can still see your face when you turn off your camera.
- Have your first and last name showing.
- Dress like you are coming to the classroom.

- Mute your microphone when you aren't speaking.
- Be mindful of background noise and distractions around you, as much as possible.
- Adjust your camera and lighting so we can see your face well when you do have your camera on.
- Remember that you are always on camera. Need to yawn, sneeze, blow your nose, or something you don't want us all to see? Mute your audio and blank your video for a moment.
- Enjoy a beverage, but hold off on having lunch or that snack.
- Please don't just interrupt the instructor or fellow students; that quickly leads to chaos in a Zoom conversation. Be considerate in not talking over people, and give everyone a chance to speak.
 - "Raise your hand" in the participant box. I will get you in the queue and call on you.
- The chat window should be used only for class-related discussions—comments, sharing of resources, etc.—except for casual conversations at the start and end of class. Keep remarks on-topic and courteous. Remember that this is still our classroom.
 - If I am sharing my content, it is hard to see that chat window, too, so I will get to you when I stop to scan the chat for questions.
 - Know that I may not be able to keep track of a quickly-flowing chat, so don't rely exclusively on that to ask me a question.

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

Tuesdays and Thursdays 1:00-2:20pm. Class starts promptly (and sometimes there are polls right at class start time [not always], just like you need to be on time for work in the "real world" [this is practice]; this recognizes students who prioritize getting to class promptly, ready to learn).

Note: most of the course is synchronous/live.

(note: If you have a personal question before class, I am only able to entertain it if I have the class set up and it is not yet the beginning of class. I cannot take questions at break if we have one, so we can all have a needed break! Likely other students have the same question, so I set aside time at beginning of each lecture for housekeeping questions. I cannot take questions at end of class due to other obligations.)

Course Director

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Communication

I want to hear from you! You can communicate with me: (1) in class, (2) on the discussion forum, (3) via email, or (4) in 1-1 virtual office hours. Pick the right venue, depending on the nature of your question. Each is discussed in full below.

Electronic

cdmstudy@yorku.ca (use this email address please; This email goes to TA & Prof. Grace. Prof. Grace will not respond to course-related emails sent to her individual email address as the TA cannot access it.)

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. 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.

RESPONSE TIMES: Email is monitored by the TA primarily, during business hours (not weekends or holidays), at least once a workday. The TA will forward queries to Prof. Grace if they cannot answer it, who will then answer it at her next available opportunity. Every effort will be made to respond to emails within two working days. Do not re-send your queries.

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 (Communications Section “lecture clarification / misc. / FAQs”) to seek information from Prof. Grace and other students, including about course content. Again, the TA generally monitors these every business day, and Prof. Grace the morning of days with lectures. 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.

Virtual Office Hours

Tuesdays 9-9:30 am (please note some exceptions in the schedule below) via zoom link <https://yorku.zoom.us/j/6943025592?pwd=TTVzbU12QTltHkxOUtVNWd3bXAyUT09>.

There is a waiting room enabled so we can speak 1 on 1. I will let you in when I am finished with the previous student. I apologize in advance if you have to wait.

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, during or after 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 course provides an in-depth examination of the prevention and management of cardiovascular disease from a clinical, psychosocial, health services, global lens. It is designed to provide an overview of the primary topics in cardiac rehabilitation, and emphasizes both research approaches and application. In addition to learning the content area, the purpose of the course is to promote critical thinking about health services, and expression of ideas through written and oral means.

Learning Objectives

After completing this course, students will be able to:

1. Understand and appreciate the nature of cardiac rehabilitation
2. Be aware of limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating information
3. Evaluate information about cardiovascular rehabilitation this is disseminated via discipline-related journal articles and popular media / news outlets
4. 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)
5. Think independently, set tasks and problem solve
6. Use appropriate academic terminology and notation when preparing and presenting information
7. Identify areas for personal and professional development
8. Have developed mutually-beneficial peer relationships for the purposes of networking and mentoring.

Class Format

Each class will start with housekeeping items; this is a great opportunity to ask questions about the course organization, syllabus or to get clarification on course content. I want to hear from you! Only ask housekeeping questions that are not answered in this syllabus so we do not waste precious class time together.

Please ask your housekeeping questions by raising your hand or in the chatbox at the beginning of class only, not during the lecture; this reduces disruptions to learning for other students. 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 (Communications Section). Once there are no further housekeeping questions, we will move to the formal lecture, and no further housekeeping questions will be entertained in class until the next class.

Then there will generally be a formal lecture according to the course schedule as outlined below. The lectures will be interspersed with student discussion, and brief videos to exemplify key concepts.

Powerpoint files of the lecture material can be found on eclass (Lecture Notes & Recordings section). 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.

You should estimate spending on average 6 (12 in S1 term) productive hours each week on the course (i.e., reading, in class, and online).

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 very much welcome and encourage student questions (there are no bad ones!).

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 cannot put on closed captioning as zoom freezes, which disrupts the flow of the lecture. 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.

Activities for this course involve recording of audio/voices during class, which are made available by the University to students enrolled in the course and those supporting the course for the purposes of materials review, assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's Guidelines on Access of Information and Protection of Privacy and the Freedom of Information and Protection of Privacy Act. Access to online materials, including recordings, is subject to York University's Senate Policy on Computing and Information Technology Facilities. The University will use reasonable means to protect the security and confidentiality of the recorded information but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in in-class activities that involve audio recording, you are consenting to the use of your voice in the manner and under the conditions specified here. You are not permitted to disclose the link to/URL of a recording posted on eClass or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided these instructions and the link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or designate, and may not be published, posted, linked to, or otherwise made available online, including on social media

feeds, even if those feeds are private.

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 (Readings section; 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 4720 at York University and are the property of the instructor or guest lecturer 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 & Time
1	Mid-term exam (short answer)	35%	During class time as per schedule below
2	Take-home final exam (essay)	35%	one week from last class at noon
3	6 Course Reflections	20% (2% x 6 for completing each; 8% for quality of 1 randomly marked)	Before class or Fri 5pm, as applicable
4	In-Class Poll Participation (5, or CRFC)	10% (5 x 2% each poll)	random classes (CRFC before last class)

*note: students are welcome to view the sample midterm and take-home final exam questions on eclass, and email suggested questions to Prof. Grace at the course email address (if you want them used, do this several weeks before the evaluation). All submissions will be considered for inclusion in the exams, although Prof. Grace reserves the right to edit them.

*note: **absence and lateness penalties** for each are also outlined below, as applicable

1. 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 (no student will be informed ahead when they will be held, nor will you be informed if any have already happened [nor is it professional to ask that of other students]). You will earn 2% for answering each (many are opinion-based, so they are not based on correctness, but completion). Be sure to have a device with you for in-person classes as well so you can participate.
No missed polls can be made up as the point is to promote learning synchronously as a class, and that cannot be achieved another way. This includes any reason such as illness, family death or appointments. If you miss a poll due to joining the class later, again unfortunately it cannot be made up. You have the alternative option below.

Alternatively, students can elect to complete the \$100USD International Council of Cardiovascular Prevention and Rehabilitation “Cardiac Rehab Foundations Certification” for their class participation. It is found online at: <https://globalcardiacrehab.com/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 9 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). PDF the screen with your exam grade and email to the course email address by the deadline in the above table as evidence of completion; if you earned $\geq 70\%$ you will earn the full participation grade. Unless the documentation is provided by the deadline, the CRFC will not be recognized toward your grade. (FYI there are no ongoing renewal requirements for the CRFC.)

2. **Course reflections** are done online for 6 dates you select, through Eclass Grading & Evaluation Section discussion forum “reflections”. You are to do 3 before-class, and 3 after-class reflections before the end of term, for 6 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 before-class reflections for lectures without assigned readings/ non-lecture videos, or after-class reflections for classes without a lecture / non-reading video (e.g., question and answer session / wrap-up).

BEFORE CLASS: Based on ALL the assigned **reading(s) only for the class** (see listed under “reading” column 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; note if necessary you can watch a recording from a previous term and post earlier if there is a before-class reflection available to which you can respond) **AND the reading(s) from that class date** (if applicable; 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.

You can find some examples of some higher-quality posts (i.e., 85%) on eclass under Grading & Evaluation section. You will be graded on the content (3%), your writing (see writing resources on eclass in evaluation section; 2%), and your self-reflection / critical thinking skills (3%; total 8%), for example:

- Application of ideas: thinking of examples in class or from your experiential activities in the class, cases, your life (family, healthcare encounters).
- Self-evaluation: ability to accurately assess your own level of knowledge and competence, as well as to identify strengths and learning needs
- Adaptability: ability to learn from the experiential activities of the course (i.e., virtual CR field trip), 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, directions for research
- 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.

If it is not evident reflections are based on all assigned readings (if there is more than 1, 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 2 marks (i.e., 0%) for each missing post less than 6 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.

Deadlines: Before-class posts are due by at least one minute before that class starts. After-class posts for Tuesday are due at least 1 minute before the next class on Thursday, and after-class posts for Thursday are due by Friday at 5pm. These times hold if class is asynchronous. 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.

3. The **mid-term examination** will be held during class time. It is closed book.

You have from **1-2:20** to complete the test. Questions will be drawn from lecture material prior to the midterm (except virtual CR tour as different for each student; videos embedded in the lectures are also testable) and course readings (including the readings assigned for the week after the midterm – consult the updated course outline schedule [at end of document – see date for midterm]; I reiterate the content will draw on the readings, as some students have been surprised by this). You do not have to reference any sources, and you should not use external sources, including the CRFC.

The format of the exam will consist of 8 short answer questions (so estimate 10 mins / question), each worth ~4 points. These questions do require some memorization of course content, but they are constructed to test your knowledge of course concepts (i.e., no need to memorize statistics). There are sample questions on eclass under Grading & Evaluation section, as well as a sample answer. Point form is not acceptable on the midterm examination, to promote writing skills as per course learning objectives. Double check your spelling and grammar as you are graded on content and style/grammar. You can introduce acronyms; just spell them out on first appearance.

Use a pen for the midterm (bring a few in case). Write your initials on every page of the midterm in case the pages get separated.

You will be asked to leave your bags and coats at the back of the class by the door for the duration of the midterm. Any phones/technological devices should be inside and on silent. You will need to move the chairs around so there is as much distance between them as possible.

You should have your York student identification out as we will check it (photo and match to name on midterm; if you do not have your ID, we will take a picture of you and your name as written on your exam, and you will be asked to come to the TA's office at the TA's convenience to show your ID before your grade will be released) and get your signature on an attendance sheet. You cannot have anything else around your desk excepts pens and ID (e.g., no pencil cases). No smart watches.

The exam is to be completed individually. Specifically, you are not to discuss or share the questions or potential answers with anyone, including other students in the course. You are not permitted to replicate, record or copy the questions on the exam. No aids are allowed. Where academic dishonesty is suspected, Prof. Grace will take your midterm immediately, and non-verbally motion for you to leave the classroom as quietly as possible to minimize disruption to other students. I will be in touch after the midterm in these instances via email.

Students who must miss the mid-term exam for reasons entirely beyond their control must within one week of the missed test, submit (via email, but original copy may be solicited) a written request for special consideration explaining the reason for missing the test, and attach formal independent documentation (e.g., obituary notice, motor vehicle accident report, emergency room discharge report, screenshot of Toronto Hydro outage report during time of exam if online with your address and proof of your address). If you are ill, try to get an Attending Physician's statement (see form under Course Outline & Policies section on eclass) completed. Requests will not be accepted without independent documentation. *If the reason for missing the midterm was known before the*

midterm, documentation must be provided in advance of the midterm to be accepted.

Documentation receipt will not be confirmed via return email (you will have a sent email confirmation), but watch your grades posted to eclass.

- If you contact the course email and provide valid documentation for missing the midterm within the above timeframe, there will be no make-up midterm, but the weighting will be added to your final take-home exam.
- If you do not contact the course email and provide valid documentation within the above time frame and do not write the midterm, you will get zero.

4. The **final exam** will be a take-home test. The format of the questions will be essay questions which require synthesis and application of course material (including readings) to promote critical thinking (not personal reflection). The content of the exam will cover course material from the entire term, but not the CRFC.

You will be provided with 3 questions during the last lecture, of which you will select 2 to answer. In response to the questions, you may type up to one page each: single-spaced, 12-point font, Times New Roman, at least 1.91cm on all 4 sides of the paper (or you can leave the margins at the normal settings). Commence each page with the question number from the exam. You should write formally (perhaps in the third person). You can introduce 2 or maximum 3 acronyms (e.g., CR) in either essay. If the final exam does not conform with this format, we will only consider the equivalent of half a page of your written response based on the above parameters when marking. You do not need a cover page, or running head (we can tell who you are online).

You should integrate content from the lectures and assigned readings only into your answers (which can include articles cited on the slides; please contact course email if you cannot identify one by searching online [e.g., google “cardiac rehab”, the author name and year] that you really want to cite). Do not incorporate external material (anything from an external source will not be graded and you will receive zero for that question).

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 the Grading & Evaluation section. 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 on a 3rd page your reference list with the corresponding numbers (no limit). 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. You only would need to do this once per paragraph if needed.

The link to the free reference software Zotero is on eclass under “Grading & Evaluation” if you would like to use that (optional); the TA or a librarian could answer any questions on how to use, but I suggest you familiarize yourself with it (and your chosen reference style) early in the term in case you have questions. 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. There are some writing resources for you on eclass (Grading & Evaluation). I suggest you consult them early in the term (see in particular youtube video on structure of 1-page essays you should follow). You should exploit grammar and spelling check features of your software. 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. End with a summary paragraph. There is a sample essay on eclass from a previous student that was marked highly.

If you have questions, email the course address. Email is only monitored during business hours. We will not respond to content-related questions. If we cannot resolve via email, we can schedule a webcall if not available during office hours. There **will be** usual office hours the week after classes, which is between distribution of the take-home exam and the due date.

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 & Evaluation) 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.)

Lateness Penalty: If your take-home exam is not received by the due date and time, you will be penalized by 10% for lateness. 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 provision of take-home exam and due date for this penalty not to be enforced. If you are ill, you must document that you are ill for a significant number of days to warrant an extension given the amount of time provided. Documentation for lateness will not be accepted after the deadline if the reason was known before the deadline. If no valid documentation is received and you do not remit, you will receive a zero. Note that given the amount of time to complete the take-home, no academic accommodations related to time are relevant. See also information on documentation in the mid-term section above.

Policies

For fairness to all students, all policies are applied equally and firmly by the Professor and TA.

Grading & (re)Marking

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+=9, A=8, B+=7, C+=5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90-100, A = 80-90, B+=75-79, etc.). For a full description of the York grading system see the York University 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. Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Grades for each evaluation will be posted on eclass as soon as marking is complete. Students have up to two weeks from the date of return of any grade to query the marking during office hours, or there will be office hours after the course so you can review your take-home exam, class participation or reflection grading only 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. Wait 24 hours from the receipt of the grade to contact the course director to support you in communicating professionally and dispassionately; queries received before this time will not be considered. *Marking queries will not be entertained via email*, although you need to email your rationale for midterms and take-homes before office hours as per below.

Students who wish to have questions on their midterm or take-home **re-marked**:

- We will take up midterms during class as per the schedule at the end of this syllabus; it is only during this time that you can see your answers and your grades. Take some notes but do not copy the questions (i.e., academic honesty) if you are planning to meet Prof. Grace to review your marking.
- Type your name, student number, and course number on a piece of paper, and list the question(s) you wish re-examined. Write a minimum of half a page explaining why your answer deserves a higher grade. This response can include quotes from the readings or citations from lectures (specify page numbers).
- Bring/send this paper for office hours (e.g., email to course address before office hours) and we will discuss it.
 - If you are not available during the office hours, please email the course email address to coordinate a mutually-available time.
- Do not come to 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. Please be advised that your mark may increase, decrease or stay the same.

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

- It is unfortunate you perceived the written comments you received on your reflections was inadequate in some way. Come to office hours or arrange another meeting with Prof. Grace as per above to optimize learning; reflection grading queries are not entertained via email as we cannot have a discussion about input, and clearly the written feedback was insufficient.
- We can review the dates you have participated in class polls.
- 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).
- Please note it is rare that your grade would change, and it may decrease (Prof. Grace is a harder marker than the TA). No student is perfect, and there is always room for development.

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 in to 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. 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. All students should continue to check the YU Better Together website for the latest information on health and safety.

Tentative Course Schedule / Timetable

(enjoy playing songs with “heart” in the title or chorus to start out our classes, so send your favourites on the eclass discussion board under Communications “lecture clarification / misc. / FAQs”. Please, no explicit lyrics or inappropriate videos [or send link to song with audio/text only])

Date	Topic	Reading(s) (or other) (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 Comments
Sept 7	<p><i>Review of syllabus</i></p> <p><i>Refresher on the Heart</i></p>	<p>Chapter 1 (Anatomy and physiology) in Cardiovascular Care Made Incredibly Easy (4th edition, 2020): https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991036507439205164</p>	<p>Online synchronous (i.e., Zoom)</p> <p>Introductions: tell us your name, your education journey thus far, if you have experience with anyone in your family who has heart disease, and what you would like to get out of this course</p>

Sept 12	<i>Review of Cardiovascular Diseases</i>	Chapter 1 (Coronary heart disease and how it is treated) of The Healthy Heart Book: https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/mc13rm/alma991036507539205164	Online synchronous
Sept 14	<i>Screening for and Diagnosis of Heart Disease</i>	Chapter 4 (Diagnostic tests and procedures) in Cardiovascular Care Made Incredibly Easy (4 th edition, 2020): https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991036507439205164	In person
Sept 19	<i>Treatment of Heart Diseases</i>	Chapter 5 (Treatments) in Cardiovascular Care Made Incredibly Easy (4 th edition, 2020): https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991036507439205164 (skip IABP)	Online asynchronous Online quiz: Facts about CVD– timed. under <i>Grading & Evaluation</i> in eclass; not graded.
Sept 21	<i>Introduction to Cardiac Rehabilitation</i>	Taylor, R., et al. (2022). The role of cardiac rehabilitation in improving cardiovascular outcomes. <i>Nature Reviews Cardiology</i> ; 19:180-194. http://ezproxy.library.yorku.ca/login?url=https://www.nature.com/articles/s41569-021-00611-7.pdf	Online asynchronous
Sept 26	<i>CR Under-Use</i>	Grace, S.L. Kotseva, K., & Whooley, M.A. (2021). Cardiac rehabilitation: Under-utilized globally. <i>Current Cardiology Reports</i> ; 23(9):118. http://dx.doi.org/10.1007/s11886-021-01543-x	Online synchronous

Sept 28	<i>CR field trip</i>	<p>If you cannot attend in person in the morning, pick one of the previous education sessions at: https://www.healthuniversity.ca/EN/CardiacCollege/Pages/learn-online.aspx (there are sessions specifically for women or stroke too you can choose from).</p> <p>Watch also an exercise session from here: https://www.bhf.org.uk/informationsupport/support/cardiac-rehabilitation-at-home/cardiac-rehabilitation-exercise-videos</p> <p>For your course reflection this week, specify which ones you watched, and integrate this in; or reflect on the in-person field trip.</p>	<p>In person UHN CR – 347 Rumsey Rd. 9-11 am or online asynchronous</p>
Oct 3	<i>Multi-Level Reasons for CR Under-Use</i>	<p>Online course (include in your reflections too): Promoting CR at the bedside (takes approximately 20 minutes). http://learnonthego.ca/Courses/promoting_patient_participation_in_CR_2020/promoting_patient_participation_in_CR_2020EN/story_html5.html</p>	<p>online asynchronous *no office hours this week</p>
Oct 5	<i>Increasing CR Utilization</i>	<p>Santiago, C.S.P., Chaves, G.S.S., Davies, P., Taylor, R., & Grace, S.L. (2020). Cochrane corner: interventions to promote patient utilization of cardiac rehabilitation. <i>Heart</i>;106:248-250. http://ezproxy.library.yorku.ca/login?url=https://heart.bmj.com/content/106/4/248</p>	<p>Online synchronous Small groups to discuss patient-provider recordings</p>
Oct 17	<i>Vulnerable Groups- Women</i>	<p>Bennett, A.L., Lavie, C.J., & Grace, S.L. Cardiac rehabilitation following acute coronary syndrome in women. (2017). <i>Current Treatment Options in Cardiovascular Medicine</i>, 19(8):57 https://ezproxy.library.yorku.ca/login?url=https://link.springer.com/content/pdf/10.1007%2Fs11936-017-0559-x.pdf</p>	<p>Online synchronous</p>
Oct 19	<i>Cont'd...</i>		<p>Online asynchronous</p>
Oct 24	<i>Readings Review/ Midterm Q&A</i>	Not applicable	<p>Online synchronous</p>

Oct 26	MIDTERM	*Note: readings assigned for next week's class will also be on the midterm*	In person
Oct 31	<i>End of Life</i>	Steiner, JM. & Kirkpatrick, J., (2020). Palliative care in cardiology: knowing our patients' values and responding to their needs. <i>Heart</i> ;106:1693-1699. https://heart.bmj.com/content/heartjnl/106/21/1693.full.pdf	Online synchronous
Nov 2	<i>Take-up midterm & discuss take-home final</i> <i>End of Life cont'd...</i>	Hales, A. et al. (2019). Improving the Medical Assistance in Dying (MAiD) process: A qualitative study of family caregiver perspectives. <i>Palliative & Supportive Care</i> ;17(5):590-5. http://ezproxy.library.yorku.ca/login?url=https://www.cambridge.org/core/journals/palliative-and-supportive-care/article/improving-the-medical-assistance-in-dying-maid-process-a-qualitative-study-of-family-caregiver-perspectives/F8E63F483DAC1821F48727BC5411FAD9	In person Small group discussions (note you will have office hours the next 2 weeks to query midterm marking; no marking queries will be considered at this week's office hours so you have ample time to consider your request, as per the above policy)

Nov 7	<i>Cardiac Rehabilitation Practice in a Global Context</i>	Pesah, E., Turk-Adawi, K., Supervia, M., Lopez Jimenez, F., Britto, R., Ding, R., Babu, A., Sadeghi, M., Sarrafzadegan, N., Cuenza, L., Anchique Santos, C., Derman, W., Heine, M., Gaita, D., Oh, P., & Grace, S.L. (2019). Cardiac rehabilitation delivery in low/middle-income countries. <i>Heart</i> ;105(23):1806-1812. http://ezproxy.library.yorku.ca/login?url=https://heart.bmj.com/content/105/23/1806	Online asynchronous No office hours this week.
Nov 9	<i>CR Global cont'd...</i>	Ragupathi, L et al. (2017). Availability, use and barriers to cardiac rehabilitation in LMIC. <i>Glob Heart</i> ;12(4):323-334. https://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/22118160/v12i0004/323_auabtril.xml	TBC
Nov 14	<i>Depression in Cardiac Patients</i>	Jha, MK, et al. (2019). Screening and management of depression in patients with cardiovascular disease: State-of-the-Art review. <i>JACC</i> ; 73(4): 1827-1845. http://ezproxy.library.yorku.ca/login?url=https://journals.scholarsportal.info/details/07351097/v73i0014/1827_samodipwcd.xml	Online synchronous
Nov 16	<i>Depression Treatment</i>		In person
Nov 21	<i>CVD & Sexuality</i>	Stein, R., et al. (2016). Sexual activity and heart patients: A contemporary perspective. <i>CJC</i> ;32:410-420. http://ezproxy.library.yorku.ca/login?url=https://www.sciencedirect.com/science/article/pii/S0828282X15015019	Online synchronous
Nov 23	<i>Support/Loneliness; Positive Psych</i>	Smith, T.W. (2022). Intimate relationships and coronary heart disease: Implications for risk, prevention and patient management. <i>Curr Cardio Reports</i> ; 24:761-774. https://link.springer.com/article/10.1007/s11886-022-01695-4	Online synchronous

Nov 28	<i>Wrap-Up (incl. Q & A re: readings)</i>	Levine, G. et al. (2021). Psychological health, well-being and the mind-body-heart connection – AHA Statement. <i>Circ</i> ;143. https://www.ahajournals.org/doi/pdf/10.1161/CIR.0000000000000947	Online synchronous <i>Online Course Evaluation</i> https://courseevaluations.yorku.ca/
Nov 30	<i>Discuss & Disseminate Take-Home Final</i>		Online synchronous Last Tues. office hours: Dec 5

THANK YOU FOR YOUR CONTRIBUTIONS TO THE COURSE!

OFFICE HOURS WILL BE HELD **JAN 10TH FROM 9-10AM** IF YOU HAVE QUESTIONS ABOUT YOUR TAKE-HOME FINAL MARKING, ETC
(SAME ZOOM LINK; WAITING ROOM ENABLED SO 1-1)