

*Acknowledgement of Indigenous Peoples and Traditional Territories: York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario*

**YORK UNIVERSITY**  
**Faculty of Health**  
**School of Kinesiology and Health Science**

**KINE 4900 N 3.0 – Exercise Therapy for Chronic Diseases**

**Winter Term 2023**

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**Important Information - Please note that this is an in-person course that depends on your participation for optimal teaching and learning. There will be a requirement for you to follow YU and Public Health Guidelines regarding access to campus.**

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**Course Director:** Dr. Asal Moghaddaszadeh  
Office: N. Bethune College Room 123  
Email: [asalmza@yorku.ca](mailto:asalmza@yorku.ca)

Time and Location:

Tuesday 10:30am - 11:50pm Accolade West 307  
Thursday 10:30am - 11:50pm Stong College 303

Virtual Office Hours are available by emailing [asalmza@yorku.ca](mailto:asalmza@yorku.ca) for an appointment.

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**Expanded Course Description:**

The 3-credit course is focused on defining the basic and advanced concepts involving physical activity behaviours and interventions for children and adolescents as a means to prevent, combat and treat paediatric chronic diseases and conditions. The course presents both theoretical and evidence-based experimental frameworks and techniques to combat chronic diseases and conditions using physical activity over the paediatric years. As such, the purpose of this course is to investigate why the study of these processes are important in understanding, implementing and evaluating exercise therapy interventions for chronic diseases in children and adolescents.

**Learning Outcomes:**

- Identify and describe current approaches for physical activity interventions in various settings for children and adolescents.
- Apply theory of evidence-based research to critically evaluate the usefulness, validity and relevance of local exercise therapy programs for various paediatric chronic diseases in written form.
- Provide an integrated understanding of the application and knowledge translation of research findings.

**Course Readings/Resources**

Lectures and reading material will be posted online in eClass.

**Organization of the Course:**

- i. On-Campus (in-person) activities include lectures, class seminars/group discussions, presentations, two tests and a final exam. Students are responsible for attending in-person lectures/seminars, presentations and tests/exams.
- ii. To support your learning, lecture-related content will be posted on eClass (in the form of PowerPoint slides).
- iii. Two tests will be held in-person on February 2<sup>nd</sup> and March 7<sup>th</sup> during normally scheduled class time. These will require students to demonstrate their knowledge related to physical activity behaviour and intervention strategies as presented in the class up to and including class on January 31<sup>st</sup> and March 2<sup>nd</sup>, respectively.
- iv. A two-part assignment will consist of a written critical analysis, and an e-poster presentation on local exercise therapy programs for a chosen paediatric chronic disease.
- v. A final exam will be held in-person on the last day of class.

**Technical requirements for taking the course:**

Students must make every effort to arrange adequate internet connection. For students to fully participate in the course you will need to: 1) access and engage in the learning management system (eClass) for lecture PowerPoint slides, assignments, and grades; 2) be available through video conferencing, and where appropriate appear on video (e.g., for scheduled virtual meetings). For these activities, a stable, higher-speed Internet connection is required, and in addition students will need a computer with webcam and microphone, and/or a smart device with these features. If a student is not confident, they can access a reliable internet connection, they should communicate their concerns to the Course Director well in advance of the assignment due dates and scheduled meetings.

A way to determine Internet connection and speed: there are online tests, such as [Speedtest](https://www.speedtest.net/), <https://www.speedtest.net/> that can be run.

\*Important: If in-person gatherings are prohibited due to public health concerns: course material will return to delivery over zoom, using two 'synchronous' Zoom lectures per week on Tuesdays and Thursdays. Participation will be graded using attendance logs and

through participation in poll questions that are asked during each lecture. Tests will occur online through eClass.

### **Course Evaluation:**

The course evaluations are composed of a) two tests (not cumulative) ; b) two (2) assignments assessing research and knowledge translation skills related to exercise therapies and interventions for a chosen paediatric chronic disease/condition; c) participation and engagement during class; and d) a cumulative final exam. All of these are mandatory, and information is in the course eClass.

- **Tests** will require students to demonstrate an in-depth knowledge and application of the course content. Tests 1 and 2 are not cumulative and may include combinations of multiple choice and short answers, which will cover all content from the in-class lectures and discussions, PowerPoint slide/notes, and any material presented via eClass. **In the case of University closures due to public health concerns, all assignments and exams will be assessed remotely.** In this case the tests would occur in a synchronous online session – during the scheduled meeting time for the course and respective assigned test date. The tests would be multiple choice and short answer formats and employ sequential questioning (meaning that once you pass a question, you cannot go back to it). Tests using multiple choice/fill in the blank questions would be timed such that you will have approximately 55 seconds per question. NOTE: the tests and final exam will be closed book, meaning students are not permitted to use notes or other assistive resources during an exam/test.
- **Assignments** are structured to provide students with **practical knowledge** to assist in their understanding and use of physical activity interventions and therapies to combat paediatric chronic diseases/conditions and further their understanding through **knowledge translation** during a mini-oral presentation. A more detailed outline of the assignments will be distributed over the course. Students **must** complete and submit the assignments by uploading it through the eClass site in the time-period identified (the submission time will be 11:59pm on the assigned day) - **See Course Activities - Schedule Guide for Assessments and Assignments**. The final e-poster mini-oral presentation will occur during class lecture (date and time will be randomly assigned). The assignments are not group projects, meaning students are not permitted to use notes or other assistive resources from other students in completing the assignment report.
- **Participation** will be assessed using online interactive platforms (Kahoot, eClass, etc.) in combination with lecture, seminar (February 28<sup>th</sup> and March 2<sup>nd</sup>) and peer presentation engagement (March 9<sup>th</sup> – 30<sup>th</sup>).
- **Final Exam** is to be held in class on April 6<sup>th</sup>. The Final Exam is cumulative, worth 20% of the final grade and will be held in-person on Campus. The exam may include combinations of multiple choice and short/long answers, which will cover all content from the in-class lectures and discussions, PowerPoint slide/notes, any material presented via eClass and during in-class student presentations.

**\*Important:** Students are responsible for being actively involved in the course, and for checking eClass regularly and frequently to ensure you have the latest information about

the course. “I did not know because I was not in class” or “because I did not check eClass” are not excuses that will be accepted under any circumstances.

**Course Activities – Schedule Guide for Assessments and Assignments:**

<b>Assessment Item</b>	<b>Percentage of Final Grade</b>		<b>Due Date</b>
Test 1	15%		February 2 <sup>nd</sup>
Assignment Part I: Critical Analysis of Local Programs	20%		February 16 <sup>th</sup>
Test 2	15%		March 7 <sup>th</sup>
Assignment Part II: Class Conference	E-poster	10%	March 9 <sup>th</sup>
	Presentation	10%	March 9 <sup>th</sup> – 30 <sup>th</sup> (in-class)
Participation	10%		TBD at the end of fall term
Final Exam	20%		April 6 <sup>th</sup>

**Overview of KINE4900 Assignment: Critical Analysis of Exercise Therapies for Paediatric Chronic Diseases**

The prescription of exercise for increasing physical activity in pursuit of prevention and rehabilitation for various chronic diseases during childhood and adolescence has been widely established. For this two-part assignment you are to choose a paediatric chronic disease or condition, and critically analyze the exercise therapies that are available within your community. The purpose of this assignment is to identify the validity, usefulness and relevance of the programs as they pertain to evidence-based research. You will then present the key findings in a conference-style e-poster presentation.

Paediatric Chronic Diseases/Conditions List (limit 7 students per topic):

Students are to choose a topic from the following list:

- Cystic Fibrosis
- Cerebral Palsy
- Asthma
- Congenital Heart Disease
- Obesity
- Diabetes
- Arthritis
- Cancer
- Depression
- ADHD
- Autism
- Other (please contact course instructor for topic approval)

Your chosen topic will remain the same for all parts of the Assignment. Please identify your topic via eClass no later than January 31<sup>st</sup>. Topics will be chosen on a first come, first serve basis. If you complete the assignment for a topic that has already reached its student limit you will receive a grade of 0%.

**Assignment Part I – Critical Appraisal of Exercise Therapy Programs (20%):** For this assignment you are asked to research documented exercise therapy recommendations for your chosen paediatric chronic disease cohort (see above list). To follow up, you are asked to find and evaluate two existing exercise therapy programs closest to your residential location. The purpose of this assignment is to use knowledge from the course lectures and evidence-based therapy recommendations to determine if your respective communities cater to the physical activity needs of that cohort. You will be required to write a 1000-word critical appraisal of the 2 exercise programs that are closest to where you live (keep increasing the radius of your search until you find at least two programs to review). You should be able to identify the exercise programs that are available for this cohort to manage their disease by analyzing the relevance, usefulness and validity of the programs.

**Assignment Part II – E-poster and Mini-Oral Presentation (20%):** Based on your research from Assignment I, you should now know the ideal physical activity rehabilitation strategies and interventions for the disease topic. You should also have critically analyzed two of the available programs closest to your residential area. For this assignment, you will need to create a conference style e-poster (1 slide on PowerPoint) to share the ideas discussed in Assignment Part I and present your e-poster to the class in a 5-minute oral presentation, followed by a 5-minute question period. E-posters will be due on March 9<sup>th</sup> and must be uploaded on eClass by 11:59pm. Presentation dates will take place between March 9<sup>th</sup> – 30<sup>th</sup>. Your presentation date will be randomly assigned by February 28<sup>th</sup> and posted on eClass (similar to a conference program outline, the date and time of your presentation will be identified and grouped based on similar peer topics).

### **Policies:**

**Grading Scheme:** The grading scheme for this course conforms to the 9-point grading system used in undergraduate programs at York. Assignments and tests/exams will be given a numeric grade out of 100 which will correspond to a letter grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). (For a full description of York grading system see the York University Undergraduate).

### **Grades:**

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

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

**Missed Exam:**

If you miss an Exam for a legitimate reason (i.e. illness), you are expected to email the instructor (asalmza@yorku.ca) and **attach the Faculty of Health Missed Test Documentation** (<https://health.yorku.ca/current-student-information/missed-test-form/>) **within 7-calendar days of the test** to be considered for a deferred test.

If you know IN ADVANCE that you will be missing an exam, please notify the instructor at least 7-calendar days ahead of the test and attach relevant documentation, so that appropriate accommodations can be made.

Deferred exams for the mid-term exam will be held on Dec. 6<sup>th</sup>, 2022 at the same time as the regularly scheduled in-person class time. Deferred Tests for the Dec 6<sup>th</sup> date and/or the Final Exam will be held in January/February 2023. Deferred tests may not necessarily be the same format or style as the original test. It is expected that deferred tests will take precedence over other commitments. Students who miss a deferred test will need to submit a petition to their home faculty for permission to write a second deferred test. ***THE eCLASS SITE FOR THE COURSE WILL CLOSE DECEMBER 31, 2022.***

**Test Viewing:**

Students may book a ‘virtual office hours appointment’ to discuss their tests and study strategies with the instructor, but due to the nature of in-class and online exams with the risk of questions becoming available unfairly to those who have not completed the tests, specific test questions will not be made available for viewing. Please be aware that the instructor will personally examine all test questions after the completion of each test to ensure that no issues exist with respect to grading or question clarity. If the instructor do identify any issues, student grades will be automatically corrected accordingly.

**Assignment Submission:**

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for each of the assignments.

Lateness Penalty: Assignments for this course must be received on the day and time specified in the **Schedule of Course Activities**. After 11:59pm on the due date, there will be a 20% grade reduction. After 4:30pm on the date after the due date you will receive a grade of 0%. Assignment due dates and times are strictly upheld.

Late assignments will be penalized unless they are accompanied by a doctor’s or court-fate note, or by other official documentation detailing a serious matter. Be aware that doctor(s) must complete York University’s Attending Physician Statement to be found on York’s Registrar site. Any other forms of doctor’s notes are not acceptable.

Documentation must be attached to the assignment and the assignment must be handed in as soon as possible. If you anticipate not being able to hand in your assignment for more

than one week from the due date for medical reasons, or for some other serious matter, you must contact the Course Director immediately in addition to providing formal documentation. Assignments handed in without formal documentation later than 4:30pm on the day after the due date will NOT be marked at all and will automatically receive a grade of zero.

**Appeals Process:**

If you believe that your assignment should be re-evaluated, explain why in a one-page, typed letter to the course instructor via email. The appeals submission deadline for Fall term work is 7 calendar days after grades have been posted. Appeals submitted after these deadlines will NOT be accepted. Please note that the grade for reassessed assignments may go up, down or remain the same. **Appeals process decisions are final.**

**Student Code of Conduct:**

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic environment, and the responsibility of the student to cooperate in that endeavor. Students must conduct themselves in accordance with York University's Student Code of Conduct. This includes all aspects of the course, including online environments. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available at: <https://oscr.students.yorku.ca/student-conduct>.

**Student Code of Rights and Responsibilities:**

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

**Academic Honesty and Integrity:**

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty.

Students are expected to maintain the highest standards of academic integrity related to issues such as cheating, enabling cheating, plagiarism, authentic documentation, etc.

Breaches of academic integrity will not be tolerated. The School of Kinesiology and Health Science takes academic dishonesty very seriously and will abide by York University's Senate Policy of Academic Honesty to adjudicate all cases. Students are expected to make efforts to discourage any and all (un)intentional breaches from their course work. Students are expected to complete their own work without assistance, in part or whole, on assignments and tests. Students are expected to act in accordance with the Senate Policy of Academic Honesty and are responsible for familiarizing themselves with these guidelines. Breaches of academic integrity will be handled under the disciplinary proceedings as outlined in:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>.

### **Test Banks:**

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

**Exams, Assessments and Assignments are to be taken by the student and no one else.** It is the expectation of the instructors that these are closed-book tests. Websites should not be accessed while you are taking a test – doing so may result in the immediate closing of the online test and instructors will not re-open a test in this situation.

### **Eproctoring:**

This course may require the use of online proctoring for examinations. The instructor may use an online proctoring service to deliver the exam(s), which would be administered through the Learning Management System (e.g. eClass, Canvas, etc.). Students are required to have access to minimum technology requirements to complete examinations. If an online proctoring service is used, students will need to become familiar with it at least five days before exam(s). For technology requirements, Frequently Asked Questions (FAQs) and details about the online proctoring service visit – [<https://registrar.yorku.ca/online-exams>]. Students are required to share any IT accommodation needs with the instructor as soon as they are able.

### **Accessibility:**

York University provides services for students with accessibility concerns (including physical, medical, learning, and psychiatric), who require accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with Student Accessibility Services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to email a copy of your accommodation letter to your instructor as early as possible in the semester, and to schedule a time early in the term to meet with your instructor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your



opportunity to receive academic accommodations. Requiring accommodation does not relieve students from following course policies. Student Accessibility Services can be accessed here: <https://accessibility.students.yorku.ca/>.

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another.

Please review this syllabus carefully to determine how the course content will be delivered, how office hours will be conducted and how assignments will be submitted.

Please review the course outline to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted.

Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name when you join a session. You must also notify the instructor in advance in order to receive participation marks.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Technology requirements and FAQs for eClass can be found at - <http://www.yorku.ca/eClass/students/faq/index.html>

**Additional Information for Students:**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) at

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

- York's Academic Honesty Policy and Procedures/Academic Integrity Website

<http://health.yorku.ca/current-student-information/academic-honesty/>

- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Finally, useful links describing computing information, resources and help for students is provided at:

<a href="https://lthelp.yorku.ca/student-guide-to-eClass">Student Guide to eClass</a>	<a href="https://lthelp.yorku.ca/student-guide-to-eClass">https://lthelp.yorku.ca/student-guide-to-eClass</a>
<a href="https://student.computing.yorku.ca/">Computing for Students Website</a>	<a href="https://student.computing.yorku.ca/">https://student.computing.yorku.ca/</a>

<u>Student Guide to eLearning at York University</u>	<a href="http://elearning-guide.apps01.yorku.ca/">http://elearning-guide.apps01.yorku.ca/</a>
<u>Learning Skills Services</u>	<a href="https://lss.info.yorku.ca/online-learning/">https://lss.info.yorku.ca/online-learning/</a>
<u>Zoom@YorkU User Reference Guide</u>	<a href="http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf">http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf</a>
<u>Zoom@YorkU Best Practices</u>	<a href="https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf">https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf</a>

### **Health and Safety Information:**

As part of York’s Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols.

The Senate Executive Committee’s Principles to Guide 2021-2022 Course Planning encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

### **Take Care of Yourself:**

We have all been dealing with and continue to be feel stress, anxiety, fear, and uncertainty as a consequence of the COVID-19 pandemic. Please be kind and gentle with yourselves and others during this difficult period of time. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

- <https://good2talk.ca/>
- <https://counselling.students.yorku.ca/>
- <https://coronavirus.info.yorku.ca/>
- <https://yorkinternational.yorku.ca/>

### **Calumet and Stong Colleges’ Student Success Programming:**

Calumet and Stong Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- Orientation helps new students transition into university, discover campus resources, and establish social and academic networks.
- Peer Mentoring connects well-trained upper-year students with first year and transfer students to help them transition into university.
- Course Representative Program supports the academic success and resourcefulness of students in core program courses through in-class announcements.

- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

## IMPORTANT COURSE INFORMATION FOR STUDENTS

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) -

<https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- 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/>)