HESC3504

Physical Activity and Health

Course Outline

Term 2, 2024

School of Health Sciences

Faculty of Medicine & Health

CRICOS Provider Code 00098G

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1. Staff

Position	Name	Email	Consultation times and locations
Course Convenor	Belinda Parmenter Kelly McLeod	b.parmenter@unsw.edu.au k.mcleod@unsw.edu.au	Teams or in person, by appointment only
Lecturer	Belinda Parmenter Kelly McLeod Kemi Wright Nattai Borges	b.parmenter@unsw.edu.au k.mcleod@unsw.edu.au kemi.wright@unsw.edu.au nattai.borges@unsw.edu.au	
Tutors	Belinda Parmenter Kelly McLeod Caroline Fitzgerald	b.parmenter@unsw.edu.au k.mcleod@unsw.edu.au c.fitzgerald@unsw.edu.au	

2. Course information

Units of credit: 6 UOC

Pre-requisite(s): HESC1511 Exercise Programs and Behaviour
HESC2501 Exercise Physiology
HESC3511 Health, Exercise and Sport Psychology

Teaching times and locations:

Lectures: Online access asynchronous.
Lectures will be available for the following week on a Thursday afternoon of the week prior.
Students are highly recommended to access and listen to lectures prior to attending scheduled laboratory class.

Tutorials: Monday 12.00pm - 1.00pm, 1.00 - 2.00pm (Weeks 1, 2 & 4, 5 only)

Thursday 12.00pm – 1.00pm, 1.00 – 2.00pm (Weeks 1, 2 & 4, 5 only)

Laboratories: 3 hours per week, please attend class as per allocated laboratory time.
No labs week 3 due to public holiday.

Monday 3.00 - 6.00pm

Tuesday 9.00 - 12.00pm and 12.00 - 3.00pm

Wednesday 11.00am – 2.00pm

HESC3504 Class Timetable is available here: https://timetable.unsw.edu.au/2024/HESC3504.html

2.1 Course summary

The focus of this course is on the effects of exercise on apparently healthy populations and those with increased cardiovascular risk across the lifespan. Psychological aspects of exercise, including the application of behaviour change and self-management strategies, comprise a significant component of this course. The literature addressing the impact of physical activity on cardiovascular risk reduction and the prevention of disease will be discussed in detail through examining the mechanisms by which exercise alters metabolic, vascular, muscular, and cognitive function, both chronically and acutely.

Health-based screening and intervention techniques (including basic nutrition assessments) will be applied with students undertaking a supervised lifestyle change project.

2.2 Course aims

On completion of this subject, students will be able to:

1. Discuss key models explaining why people do (or do not) exercise and how it affects health.

2. Describe the effects of regular physical activity on a variety of physical and psychological health variables.

3. Demonstrate an understanding of the need for primary prevention in the health care model.

4. Apply this understanding of primary prevention in designing and implementing a four-week lifestyle change program (including addressing diet, exercise, physical activity, and sedentary behaviour) to reduce/improve cardiovascular risk in an apparently healthy adult.

2.3 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Identify risk factors associated with sedentary lifestyles and metabolic dysfunction and explain the role of sedentary behaviour and physical activity in the aetiology, prevention, and management of lifestyle-related chronic diseases namely obesity, metabolic syndrome and cardiovascular disease.

2. Select, develop, and conduct a range of health assessments and screening tests that are safe, and effective for individuals with different levels of cardiovascular risk.

3. Record, analyse and interpret information from assessments and convey the results, including the accuracy and limitations of the assessments or exercise program, through relevant verbal and/or written communication with the client or involved professional.

4. Demonstrate basic knowledge of dietary assessment and a healthy food intake and use this to provide dietary recommendations to adults with different levels of cardiovascular risk.

5. Apply best-practice principles to design, implement and interpret results of a supervised lifestyle change program for individuals with different levels of cardiovascular risk.

2.4 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Program Learning Outcome (PLO)	Related Tasks & Assessment
CLO 1	Identify risk factors associated with sedentary lifestyles and metabolic dysfunction and explain the role of sedentary behaviour and physical activity	PLO2, PLO3, PLO5	Assessment Tasks 1, 3, 4
CLO 2	Select, develop and conduct a range of health assessments and screening tests	PLO2, PLO3, PLO4, PLO6	Assessment Tasks 2, 4
CLO 3	Record, analyse and interpret information from assessments and convey the results, including the accuracy and limitations of the assessments or exercise program	PLO2, PLO3, PLO4, PLO5, PLO6	Assessment Tasks 1, 2, 3, 4
CLO 4	Demonstrate basic knowledge of dietary assessment and a healthy food intake and use this to provide dietary recommendations	PLO2, PLO3	Assessment Tasks 1, 2, 4
CLO 5	Apply best-practice principles to design, implement and interpret results of a supervised lifestyle change program	PLO2, PLO3, PLO4, PLO5, PLO6	Assessment Tasks 2, 3, 4

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Lectures – Lectures will provide you with the concepts and theory essential for understanding how regular physical activity impacts on health. In the lectures the aetiology of lifestyle cardiovascular conditions will be outlined and a description of the effects of exercise on risk factors will be given. Lectures will examine the current research regarding exercise and nutritional interventions for reducing cardiovascular risk and improving health. Lectures are pre-recorded and will be made available online for you to complete in your own time. Please check the timetable carefully. These lectures are designed

to assist you in the weeks learning. Please ensure you have watched the lectures prior to your scheduled tutorial and laboratory time to ensure you are prepared for class.

Laboratories – To assist in the development of practical skills in assessing health and fitness and implementing lifestyle change, practical laboratories will be held in all weeks except weeks 3 and 6. These classes allow students to engage in a more interactive form of learning than is possible in the lectures. The skills you will learn in the laboratory classes and in your involvement in planning and implementing a lifestyle change program are relevant to your development as professional exercise physiologists. From week 4 you will use your timetabled sessions to complete your Lifestyle Change Project on your client. In these sessions, under the supervision of an AEP, students will conduct a lifestyle and fitness assessment on their client, and then design and implement a lifestyle change health and exercise program. This will involve interviewing the client, then administering health and fitness assessments appropriate to the client's needs. See the assessment task section following for more detail. **To assist with developing professional skills, students will be randomly allocated another student in the class as their client. Allocation will be blinded. If any issues arise regarding client allocation, these may be resolved through discussion with your class tutor.**

Tutorials – To assist in the development of skills related to designing and implementing an exercise and lifestyle change program, 4 case study tutorials will occur from week 1 through to week 5 (excluding week 3). Across these tutorials we will review 1 case study from initial assessment through to final report. These classes will help to provide students with skills required to complete the lifestyle change project. It is also an opportunity to discuss the assignment further and have any questions answered.

3.2 Expectations of students

Students are reminded that UNSW recommends that a 6 units-of-credit course should involve about 150 hours of study and learning activities. The formal learning activities total approximately 50 hours throughout the term and students are expected (and strongly recommended) to do at least the same number of hours of additional study.

3.3 Attendance requirements

Students are expected to attend all scheduled clinical, laboratory and tutorial classes. An Unsatisfactory Fail (UF) may be recorded as the final grade for the course if students fail to meet the minimum requirement of 80% attendance for clinical laboratory and tutorial classes (unless otherwise specified on Moodle). Course attendance expectations are determined by the requirements of the program accrediting body. Where a student is unable to attend, they are advised to inform the course convenor as soon as possible but no later than 3 days after the scheduled class and, where possible, provide written documentation (e.g. medical certificate) to support their absence.

4. Course schedule and structure

[This course consists of 50 hours of class contact hours. You are expected to take an additional 100 hours of non-class contact hours to complete assessments, readings, and exam preparation.]

Week: Date	Lecture 1 **Online Access**	Lecture 2 **Online Access**	Weekly Quiz **Online**	Laboratories **Level 1–Ex Phys Teaching Gym (K-C27-110/111)**	Tutorials **As per timetable**	**Lifestyle Change Project Milestone**	**Related CLO**
1: May 27	Intro / How to deliver an AEP service? How to complete a pre-screen*?	How to screen for CV risk? How to risk stratify your client?	Quiz 1	Assignment review/health pre-screening + practice review of objective fitness assessments	Case Study 1a	Client allocation & prep subjective assessment	1, 2, 3
2: Jun 3	AHA Life's Essential 8© How to complete a diet analysis*?	How to do a fitness assessment*? How to write a needs assessment?	Quiz 2	Diet analysis and objective fitness assessments	Case Study 1b	Develop health & pre-ex screening	1, 2, 4
3: Jun 10	How to set SMART goals? How to write an exercise program*?	How to write SOAP notes? How to write a GP report?	Quiz 3	**No Labs due to Public Holiday Use time to prep for next week**	**No tutorial due to public holiday**	Prepare objective assessment forms	2, 3
4: Jun 17	What is sedentary behaviour? How to reduce sedentary behaviour?	What is physical activity and why do it? How to increase physical activity?	Quiz 4	**Client** Initial health, pre-exercise screening & diet analysis	Case Study 1c	Pre-screening, needs & goal setting	1, 2, 3
5: Jun 24	Techniques in how to change behaviour modules (Dr Kemi Wright)		Quiz 5	**Client** initial fitness assessment, goal setting & plan to ↑ PA & ↓ SB	Case Study 1d	Goal setting, PA/SB & fitness assessments	1, 2, 3
6: Jul 1	**Flexibility Week (no new content)**					Exercise programming	3, 5
7: Jul 8	What is hypertension? How to prescribe exercise for hypertension?	What is dyspilidaemia? How to prescribe exercise for dyslipidaemia?	Quiz 6	**Client** exercise programming		Exercise program **assessment** and first training session	1, 2, 3, 5
8: Jul 15	What is impaired fasting glucose? How to prescribe exercise for impaired fasting glucose?	What is overweight/obesity? How to prescribe exercise for overweight/obesity?	Quiz 7	**Client** exercise training		Training session **assessment**	1, 2, 3, 5
9: Jul 22	Exercise & heathy aging modules (Dr Nattai Borges)		Quiz 8	**Client** final health & fitness assessments		Health & fitness test **assessment**	2, 3, 5
10: Jul 29	What is metabolic syndrome? How to prescribe exercise for metabolic syndrome?	How to complete a client case defense Q & A	Quiz 9 Case Study	**Client** case defense		Overall oral client case defense **assessment**	1, 2, 3, 4, 5
Behaviour Change Assignment due Sunday 28th July at 11.59pm via Turnitin on Moodle							
	STUDY WEEK						
Final Exam Period 9th August to 22nd August 2024 | Supplementary Exam Period 2nd September to 6th September 2-24							

*Lectures are review lectures of information previously taught in the exercise physiology degree

5. Assessment

5.1 Assessment tasks

Assessment task	Weight	Due date and time
Assessment 1: Online Quizzes & Case Study	5% 5%	Weekly (except week 6) Quiz opens 4.00pm Thursday Quiz closes 11.59pm Sunday
Assessment 2: Lifestyle Change Project a. Initial health, pre-exercise screening & diet analysis b. Exercise programming c. Clinical skills assessments (Training & Assessments) d. Lifestyle change project oral case defense	 5% 10% 10% 10%	 Week 4 Week 7 Week 8, 9 Week 10
Assessment 3: Behaviour Change Assignment	20%	End of Week 9
Assessment 4: Final Exam	35%	Exam period

Further information

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Assessment Task 1: Online Quizzes and Case Study (10%)

This quiz on Moodle will be conducted each week under timed conditions and will test your understanding and practical application of concepts covered during the weekly lectures. The format will be 5 multiple choice questions and the time for completion will be set at 5 minutes. The quiz is designed to help you identify key concepts and should aid your project design and study for your final exam.

The quiz will open on Thursday afternoon at 4.00pm of each week and should be completed by 11.59pm on the Sunday of each week.

In total the 8 quizzes during weeks 1 to 9 are **worth 5% towards your final grade**.
There is no quiz week 6.

On Monday 29th July, **Week 10**, you will be given access to a link that will open a case study (quiz 9) on a patient with metabolic syndrome. There will be no time limit for this final quiz case study.

You are required to complete this case study online by **11.59pm Sunday 4th August**. Your results from this case study will contribute to 5% of your overall mark.

AI Permission Level: NO ASSISTANCE
It is prohibited to use any software or service to search for or generate information or answers. If such use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Assessment Task 2: Lifestyle Change Project (35%)

Note: All assessments will be due in or conducted during lab class time

a) Initial health, pre-exercise screening & diet analysis (Week 4)
b) Exercise programming (Week 7)
c) Clinical skills assessments: Exercise training (Week 8) & Fitness assessments (Week 9)
d) Lifestyle Change Project Oral Case Defense (Week 10)

You will plan and implement a Lifestyle Change Project based on the individual needs of your client *who is another student from your class who has been randomly assigned to you*. Your client should be an apparently healthy adult. Clients who are deemed moderate cardiovascular risk maybe permitted after discussion with Dr Belinda Parmenter or Dr Kelly McLeod. This permission to participate will depend on the potential participant's risk factors.

The project includes four pieces of assessment (a) Initial health, pre-exercise screening & diet analysis; (b) exercise programming; (c) 2 x clinical skills assessments and (b) a final oral case study defense. This project will give you 10 hours toward ESSA Exercise Science Accreditation.

*****You will be randomly allocated a client from your lab class during week 1. This allocation will be blinded. If you have any specific cultural, religious, or other requirements for your client, this will be accounted for. Please get in touch with A/Prof Belinda Parmenter on email at b.parmenter@unsw.edu.au prior to your week 1 lab to discuss your needs*****

This assessment item will be marked in four phases during class time. Feedback and fine tuning of your project will be ongoing and provided throughout the term by your AEP demonstrators. Detailed marking criteria for each of the assessments are located at the end of this course outline. **Your client interactions will be supervised by qualified AEPs during your timetabled lab classes only.**

Task 2a: Initial health, pre-exercise screening & diet analysis (Week 4) **5%**

You will be allocated time in class during weeks 1 and 2, and then time at home in week 3 to prepare for this session. The session will cover the completion of your initial health & pre-exercise assessment screening, as well as taking a brief diet history on your client. Lectures and labs from weeks 1 and 2 will help you prepare for this. You will be given an allocated time to complete this consultation during your lab time in week 4. Please see marking criteria on page 15 of this outline. Marks allocated to this piece of assessment are 5%.

Task 2b: Exercise programming (Week 7) **10%**

You will spend time during your lab in week 5 developing your client goals, completing a needs assessment, writing an exercise program, and developing a plan for increasing physical activity and decreasing sedentary behaviour. During your week 5 lab we will provide you with feedback on your program and plan. In **week 7** you will then be assessed on how you present your plan and deliver your exercise program to your client. We will assess you on the quality of your physical activity plan and exercise program and how they relate to your clients' goals and needs assessment. You will hand in a copy of your goals, needs assessment, physical activity plan and exercise program at the end of your session for your lab demonstrator to assess in more detail. Please see marking criteria on page 15 of this outline. Marks allocated to this piece of assessment are 10%.

Task 2c: Clinical skills assessments (Week 8 & 9) **10%**

You should spend time in week 7 after your programming assessment to practice your skills for this assessment until you become competent.

Week 8 Exercise training: Your skills in training your client (supervising, motivating, monitoring, exercise execution, exercise appropriateness, progressions, and communication) will be assessed during week 8. Please see marking criteria on page 16 of this outline. Marks allocated to this assessment are 5%.

Week 9 Final health & fitness assessment: Your skills in performing your client's final fitness assessment (choice, administration and execution of tests, monitoring, organisation and professionalism) will be assessed during week 9. We will observe you during your initial fitness testing in weeks 2 and 5 and provide you with feedback so you will know what skills you need to develop and improve upon for this assessment. Please see marking criteria on page 16 of this outline. Marks allocated to this piece of assessment are 5%.

Task 2d: Client case study defense (Week 10) **10%**

By the end of the term, you will have collected a lot of information on your client and learnt a lot about the results you achieved and the challenges you faced. As a part of the final summation of this project you will be allocated a time in class of no more than 10 minutes where you will be asked several questions about your overall lifestyle change program. Questions may include how you improved your client's incidental physical activity, reduced sedentary behaviour, what changes you made to your client's diet and why? Why did you choose the exercises you chose etc. During this defense you should be able to justify your exercise prescription and reflect on how you may have done things differently, now you have the benefit of hindsight. You will have 10 minutes to answer questions and defend your overall lifestyle change program, including the chosen fitness assessments and exercise program. Please see marking criteria on page 17 of this outline. Marks allocated to this assessment are 10%.

Note 1: You will make scheduled appointment times for your client's assessments, programming, training, and case study defense with your class demonstrator early in the term. These can be swapped with other students if all students agree.

Note 2: Each assessment task will be completed during class time, and you will be asked for copies of your screening forms, exercise program, physical activity plan for further assessment and feedback by lab demonstrators.

AI Permission Level: SIMPLE EDITING ASSISTANCE
For this assessment task, you may use AI-based software to research and prepare prior to creating your assessment. You are permitted to use standard editing and referencing functions in word processing software, including grammatical checking from software such as Grammarly, and reference citation generation from software like Zotero or Endnote in the creation of your submission. You must not use any functions that generate or paraphrase [or translate] passages of text, whether based on your own work or not.

Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text, you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

Assessment Task 3: Behaviour Change Assignment (20%)

Due end of Week 9 Sunday 28th July at 11.59pm

This assignment is designed to allow you the opportunity to practice the challenging task of changing one's behaviour.

The Task:

1. Identify a problematic health or physical activity behaviour for your client in the Lifestyle Change Project. (If, for some reason, you're not able to choose one for your client, you can choose one for yourself instead).

2. Develop a specific plan for your client to help them change that problematic health or physical activity behaviour for the better. The approach you take to changing your client's behaviour should be based on one or more of the psychological theories/models of behaviour change you learnt in the lectures from week 5.

3. Help your client to implement your behavioural change plan and monitor their progress along the way.

4. Write up and submit a 2-page report detailing the experience by **Sunday 28th July at 11.59pm** on Moodle.

The Report: The report should be structured into the following sections:

1. Background/rationale: Identify the target behaviour. Justify why it was important to target that behaviour, why that particular behaviour was relevant to your client, and why changing that behaviour would improve their health. Refer to an appropriate psychological model to identify key factors that contribute to the client's current behaviour.

2. Plan: Outline your plan to change the target behaviour. This plan should be strongly linked to the psychological model you have chosen. Explain how your plan will address the key factors contributing to the current state of behaviour to change the behaviour. You should also base your plan around a goal setting theory covered in the lectures.

3. Outcomes: Describe how the behaviour was monitored, what was measured and how you defined success for your client. Be sure to provide evidence of data collected.

4. Reflection: Reflect upon the experience of the project. Did the client progress as expected, or did you have to make changes and adapt your plan along the way? Was the behaviour changed successfully? In hindsight, was the psychological model you chose an adequate theoretical framework? Comment on any challenges you faced, and any insights you gained. What would you do differently next time?

Formatting: **This report has a strict TWO PAGE LIMIT**. Please use a font no smaller than size 12, and 1.5 line spacing. This limit is not including references or supplementary materials which are additional to the body of the assignment. Clearly structure your report according to the 4 sections identified above. Please refer to the marking criteria on page 18 of this course outline for further information.

AI Permission Level: SIMPLE EDITING ASSISTANCE

For this assessment task, you may use AI-based software to research and prepare prior to creating your assessment. You are permitted to use standard editing and referencing functions in word processing software, including grammatical checking from software such as Grammarly, and reference citation generation from software like Zotero or Endnote in the creation of your submission.

You must not use any functions that generate or paraphrase [or translate] passages of text, whether based on your own work or not.

Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text, you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

Assessment Task 4: Final Exam (Scheduled Exam Period) 35%

This exam will be online during the scheduled exam week and will be multiple choice.

AI Permission Level: NO ASSISTANCE - INVIGILATED ASSESSMENT
It is prohibited to use any software or service to search for or generate information or answers. If such use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Further information

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.3 Submission of assessment tasks

Late Submission

UNSW has standard late submission penalties as outlined in the UNSW Assessment Implementation Procedure, with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per day (including Saturday, Sunday, and public holidays). For example, if an assessment task is worth 30 marks, then 1.5 marks will be lost per day (5% of 30) for each day it is late. So, if the grade earnt is 24/30 and the task is two days late the student receives a grade of 24 – 3 marks = 21 marks.

Late submission is capped at 5 days (120 hours). This means that a student cannot submit an assessment more than 5 days (120 hours) after the due date for that assessment.

Short Extension

UNSW has introduced a short extension procedure for submission of individual assessment tasks. This does not include timed assessments, exams, quizzes, group tasks, presentations, clinical skills assessments or practical assessments. Students must check the availability of a short extension in the individual assessment task information for their courses. For this course, students may apply for a short extension of up to 2-days for a maximum of one written assessment task during the term.

Short extensions do not require supporting documentation. They must be submitted before the assessment task deadline. No late applications will be accepted. Late penalties apply to submission of assessment tasks without approved extension.

Special Consideration

In cases where short term events beyond your control (exceptional circumstances) will affect your performance in a specific assessment task, you may formally apply for Special Consideration through myUNSW.

UNSW has a Fit to Sit rule, which means that by sitting an examination on the scheduled date, you are declaring that you are fit to do so and cannot later apply for Special Consideration. Examinations include centrally timetabled examinations and scheduled, timed examinations, tests and practical assessments managed by your School.

You must apply for Special Consideration **before** the start of your exam or due date for your assessment, except where your circumstances of illness or misadventure stop you from doing so.

If your circumstances stop you from applying before your exam or assessment due date, you must **apply within 3 working days** of the assessment, or the period covered by your supporting documentation.

More information can be found on the Special Consideration website.

5.4. Feedback on assessment

Your weekly quizzes will be marked online, and you will receive your mark as soon as you have completed the quiz.

Feedback regarding the components of the Lifestyle Change Project is outlined above in the appropriate section.

Feedback regarding clinical skills will be ongoing throughout the semester. It is your responsibility to seek out feedback from your demonstrators and aim to improve over the course of the semester prior to the formal skills assessments in Week 8 and 9. You will receive feedback on your clinical skills assessment at the time.

6. Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Please use APA referencing style for this course.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

***Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect,*

responsibility and courage.[1] *At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.*

Further information about academic integrity and ***plagiarism*** *can be located at:*

- *The Current Students site* https://student.unsw.edu.au/plagiarism*, and*
- *The ELISE training site* https://subjectguides.library.unsw.edu.au/elise
- *The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student:* https://student.unsw.edu.au/conduct.

7. Readings and resources

Computing Facilities

There are computing facilities in Wallace Wurth, rooms G2, G4, 108 and 109.

Compulsory Textbook

The below text will be available for purchase through the book shop. In addition, copies are available in the High Use section of the main library.

American College of Sports Medicine (2021) ACSM's Guidelines for Exercise Testing and Prescription, 11th Edition, Philadelphia, PA Wolters Kluwer

Print:

https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781975150181

Digital:

https://unswbookshop.vitalsource.com/products/-v9781975150228

Recommended Textbooks

Each of the below texts will be available for purchase through the book shop. In addition, copies are available in the High Use section of the main library.

Coombes, JS. and Skinner, TL. (2022).ESSA's Student Manual for Health, Exercise and Sport Assessment. 2nd Edition. Chatswood, NSW. Elsevier.

Ehrman J.K., Gordon P.M., Visich P.S. and Keteyian S.J. (2013). Clinical Exercise Physiology. 3rd Edition. Champaign, IL. Human Kinetics. (This is the same text that HESC3541 recommends)

Cameron, M., Selig, S., Hemphill, D. (2011) Clinical Exercise: A case-based approach. 3rd Ed. Chatswood, NSW. Elsevier.

Suggested Email Memberships

1. Harvard Healthbeat https://www.health.harvard.edu/healthbeat

2. American Heart Association Cardiovascular Daily
http://professional.heart.org/professional/index.jsp

[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

Suggested Readings Books available at Main Library:

1. Hardman, A., and Stensel, D,. (2009) Physical activity and health: The evidence explained. 2nd Ed, Milton Park, Abingdon, Routledge.

2. Curt Lox, Kathleen A Martin, Kathleen Anne Ginis, Steven J Petruzzello (2010) The Psychology of Exercise: Integrating Theory and Practice. 3rd Ed., Scottsdale, Arizona: Holcomb Hathaway Publishers.

8. Administrative matters

Student enquiries should be submitted via student portal https://portal.insight.unsw.edu.au/web-forms/

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- *Student Wellbeing and Health* https://www.student.unsw.edu.au/wellbeing
- UNSW IT Service Centre: https://www.myit.unsw.edu.au/services/students
- *UNSW Student Life Hub:* https://student.unsw.edu.au/hub#main-content
- *Student Support and Development:* https://student.unsw.edu.au/support
- *IT, eLearning and Apps:* https://student.unsw.edu.au/elearning
- *Student Support and Success Advisors:* https://student.unsw.edu.au/advisors
- *Equitable Learning Services (Formerly Disability Support Unit):* https://student.unsw.edu.au/els
- *Transitioning to Online Learning* https://www.covid19studyonline.unsw.edu.au/
- *Guide to Online Study* https://student.unsw.edu.au/online-study

10. NSW Work and Health Safety

Students must complete the pre-exercise screening and risk assessment prior to engagement in any practical components of this course.

Activities must comply with the NSW Work and Heath Safety (WHS) regulation 2017 and NSW Work and Health Safety Act 2011. It is expected that students will conduct themselves in an appropriate and responsible manner in order not to breach OHS regulations. Further information on relevant OHS policies and expectations are outlined at: https://www.unsw.edu.au/planning-assurance/safety

Hazards that may exist in placement workplaces include physical hazards such as slips, trips and falls; mechanical or electrical hazards from using inappropriate or unsafe exercise or testing equipment; mechanical or electrical hazards from disrepair of buildings; manual handling injuries from moving equipment or demonstrating an exercise with inappropriate technique; contact with infectious diseases; physical or sexual harassment and bullying.

Class Demonstrators are to ensure that students are inducted into their lab classes, with information on Policies and Procedures, Emergency Procedures, Injury Policy, Dangerous substances & Potential hazards in the workplace.

It is a requirement of the program that you complete a senior first aid certificate, before stage 3 clinical courses and mental health first aid before stage 4 clinical courses. CPR certification must be completed before stage 3 courses and maintained throughout the remainder of the program.

See details on the Exercise Physiology Moodle page, under clinical practicum, for further information.

The university, employers and students should undertake all reasonable measures to ensure the safety of students, employers and the general public is maintained at all times. In the situation that such an event occurs, the Program Authority should be immediately informed.

11. Appendix A: Marking Criteria

11.1 Lifestyle Change Project Marking Criteria

2a Week 4 Initial health, pre-exercise screening & diet analysis (5%)

Assessment component	How do I achieve top marks?	Allocated marks
Strategic component	1. Choose and administer an appropriate subjective pre-exercise screening tool for your client. 2. Demonstrate ability to complete suitable pre-exercise risk stratification with correct interpretation of results that guide the appropriate choice of fitness assessments. 3. Have completed a well-designed diet analysis and provided basic feedback to the client during the initial consult covering all dietary areas addressed in tutorials. 4. Have designed an organized fitness assessment form that is easy to follow and record results on, including normative data/classifications. 5. Keep all the forms length to a minimum whilst still obtaining all the appropriate information needed from your client. 6. Provide a copy of your completed screening forms and results, diet analysis and recommendations either to your lab demonstrator to keep at the end of your session or submit it via Turn it in on Moodle by Friday 21st June at 5.00pm.	/5

2b Week 7 Exercise Programming Assessment (10%)

Assessment component	How do I achieve top marks?	Allocated marks
Strategic component	1. The timing of the exercises is appropriately scheduled. 2. Provide an appropriate warm-up for each activity. 3. Provide exercises to address all aspects of the client's health that need addressing, as well as to help them reach their goals.	/5

	4. Provide adequate advice on modification and/or progression of the exercise program from an intensity, type or volume perspective. 5. Prescribe exercises that the client can easily manage without putting them in any danger of injury.	
Professionalism	1. Arrange and deliver sessions professionally. 2. Remain professional in client instruction, interaction, and at all times during the session. 3. Dress appropriately in the UNSW clinical placement uniform. 4. Be on time and well prepared. 5. Demonstrate ability to build rapport and develop a comfortable relationship and suitable environment for behaviour change counselling.	/5

2c Week 8 Clinical Skills **Exercise Training** (5%)

Assessment component	**How do I achieve top marks?**	**Allocated marks**
Strategic component	1. Timing/order of the exercises is appropriately scheduled. (E.g., Clients aren't up and down off the floor or taking shoes on and off and on again). 2. Appropriate resting measures are taken prior to commencing exercise training (e.g., resting heart rate and blood pressure) 3. There is an appropriate warm up for the program. 4. Regular feedback, both motivational and correctional is provided to the client. 5. Adequate progression is provided to the client through their program to ensure they are working hard enough.	/2
Education component	1. Engagement and education are provided to the client about the exercise training throughout the session. Example: Appropriate RPE for training at home. 2. Appropriate supervision of the client is provided, and the student engages the client enthusiastically. 3. Exercise technique and intensity monitoring is provided throughout the entire training session. 4. Empower your client to exercise at home safely, and promote client self-management in the gym exercise setting e.g. teaching client how to set up equipment, monitor their effort/intensity, record their exercise training, provide appropriate feedback to the EP.	/1
Professionalism	1. Professional in client instruction, interaction, and conduct. 2. Appropriately and professionally dressed in the UNSW clinical uniform. 3. Be on time and well prepared. 4. Always address the client professionally.	/2

2c Week 9 Clinical Skills **Final Health & Fitness Assessment** (5%)

Assessment component	How do I achieve top marks?	Allocated marks
Strategic component	1. Timing/order of the assessments are appropriately scheduled. The flow of the final interview and assessments runs smoothly (E.g., Clients aren't up and down off the floor or taking shoes on and off and on again). 2. Appropriate resting measures are taken prior to commencing exercise training (e.g., resting heart rate and blood pressure) 3. There is an appropriate warm up for aerobic and strength assessments 4. Regular feedback, both motivational and correctional, is provided to the client. 5. Appropriate choice/progression of assessments between pre & post	/2
Education component	1. Engagement and education are provided to the client about the exercise assessment results and how they can be used for ongoing exercise training at home. Example: Appropriate exercise training and RPE for training at home. 2. Appropriate supervision of the client is provided, and the student engages the client enthusiastically. 3. Exercise technique and intensity monitoring is provided throughout the entire training session.	/1
Professionalism	1. Professional in client instruction, interaction, and conduct. 2. Appropriately/professionally dressed in the UNSW clinical uniform. 3. On time and well prepared. 4. Address the client professionally.	/2

2d Week 10 Lifestyle Change Project Oral Case Defense (10%)

Assignment component	How do I achieve top marks?	Allocated marks
Pre-Exercise Screening	1. The choice of screening tools is justified appropriately.	/2
Dietary Recommendations	1. Appropriate answers were provided to questions on food recommendations for the client eating healthy for their heart.	/2
Fitness Testing	1. Fitness tests chosen were appropriate to the goals and needs of the client and the student justified these well.	/2
Activities/Exercise Program	1. The exercises address the needs and goals of the client and were appropriately justified. 2. A clear rationale for each exercise prescribed in the program was provided. 3. The progression plans for the exercise program were appropriate and justified well. 4. At least 2 strategies to increase the client's PA and decrease the clients SB were provided and appropriate. This includes 1 strategy to Sit Less & Move More.	/2
Strategic & Education Component	1. The planned strategies for improving exercise and lifestyle are appropriate for the needs and goals of the client.	/2

Case Study Defense Sample Questions:

Question 1: What did you learn by completing the fitness assessments and writing the exercise program in the Lifestyle Change Project? Was it useful? How? What could you have done better?

Question 2: What did you learn when training your client in the Lifestyle Change Project? Was it useful? How? What could you have done better?

Question 3: What did you learn through completing your client's final assessment? How did the program work? Were your clients' goals met? What were its strengths and weaknesses? What could you have done better for your client? Do you have any future recommendations for your client?

Question 4: Discuss which skills you have acquired that you didn't expect to develop through this course?

Question 5: How will you take what you have learned in this course beyond this year?

11.2 Behaviour Change Assignment Marking Criteria (20%)

Assignment Component	**How do I achieve top marks?**	**Allocated Marks**
Background/Rationale	1. Justify the target behaviour. 2. Make reference to an appropriate psychological model and use the model as a theoretical framework for developing your clients behavioural change plan.	/10
The Plan	1. Provide a clear description of the plan for change. 2. Make sure your plan matches the theoretical framework you are working in. 3. Use appropriate goal setting techniques in establishing the plan.	/10
Outcomes	1. Clearly describe the outcomes of your project and how your client's progress was monitored.	/10
Reflection	1. Comment on the success of your project. 2. Link your experience of the project back to theoretical framework you chose.	/10
Presentation	1. The report should be well written, concise and easy to read. There should be no spelling, grammatical or typographical errors. 2. Graphics and/or tables should support the information in the text. 3. The report should be 1.5 line spaced and appropriately referenced. 4. Pages must be numbered.	/5
Effort	1. Put an honest effort into helping your client achieve their goal and change their behaviour. 2. Show evidence of this effort.	/5

*Overall hint: Every section of the report must be strongly grounded in your chosen theoretical framework.