

# **HESC3581**

## **Exercise Prescription in Diverse Populations**

**Course Outline  
Term 2, 2024**

**School of Health Sciences  
Faculty of Medicine & Health**

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## 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Dr Kemi Wright	kemi.wright@unsw.edu.au	By appointment Mon-Fri, 8-4 Wallace Wurth 220	Ph: 9348 1087
Lecturer	Ms Nancy van Doorn	n.vandoorn@unsw.edu.au	By appointment Tues-Thurs 8-4 Wallace Wurth 202	Ph:9348 0030
Tutors	Dr Briana Clifford	b.clifford@unsw.edu.au	By appointment	

## 2. Course information

Units of credit: 6

Pre-requisite(s): HESC3504 and HESC3541

Teaching times and locations: Tutorial will be face-to-face in Bioscience G07 on Thursdays.

Discussion forums will be run online via teams on Wednesday. Please check your timetable to see your allocated tutorial time <https://timetable.unsw.edu.au/2024/HESC3581.html>.

### 2.1 Course summary

This course focuses on the role of engaging diverse populations in physical activity and exercise. Students are provided with the opportunity to develop an understanding of specific needs for engaging in physical activity, including specific limitations, considerations, individualisation of testing and training procedures. This course examines current literature regarding the impact of physical activity on the health status of a diverse range of populations. Target populations covered in this course include children, corporate health, women's health issues (menopause, pregnancy, gestational diabetes) and indigenous populations, as well as people with cancer, chronic kidney disease, mental health disorders, and sleep disorders. This course offers a mixture of traditional and interactive (case study) approaches to learning. Lectures will build on material presented in HESC3504 (Physical Activity and Health) and HESC3541 (Clinical Exercise Physiology) and in-depth knowledge on these diverse populations will be provided.

### 2.2 Course aims

This course examines the role and impact of physical activity on a range diverse population (e.g., mental health, children). The course also covers lifestyle prescription for these diverse populations.

## 2.3 Course learning outcomes (CLO)

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

1. Demonstrate foundational knowledge of diverse populations (including children, women's health issues, different cultural backgrounds) and other conditions (including people with chronic kidney disease, mental health disorders) and their exercise needs.
2. Describe the effects of regular physical activity on health outcomes in a diverse range of populations.
3. Demonstrate an ability to design safe, evidence-based, and culturally appropriate lifestyle interventions for a range of diverse populations, including exercise interventions, treatment goals and specific needs for the target conditions.
4. Demonstrate an understanding of individual differences in response to physical activity and exercise, and their implications.
5. Describe the role of an Exercise Physiologist in delivering multidisciplinary care across a variety of diverse populations for effective exercise-based intervention strategies.

## 2.4 Relationship between course and program learning outcomes and assessments

*Using the table below specify clearly how the course contributes to the program's learning outcomes. Complete the table with your own course and program learning outcomes, tasks and assessments. These should match to those approved in ECLIPS for this course <https://eclips.unsw.edu.au>*

Course Learning Outcome (CLO)	LO Statement	Related Tasks & Assessment
CLO 1	Demonstrate foundational knowledge of diverse populations (including children, women's health issues, different cultural backgrounds) and other conditions (including people with chronic kidney disease, mental health disorders) and their exercise needs	Online Quiz Exercise Prescription Write Ups End of Session Examination
CLO 2	Describe the effects of regular physical activity on health outcomes in a diverse range of populations	Online Quiz Exercise Prescription Write Ups End of Session Examination
CLO 3	Demonstrate an ability to design safe, evidence-based, and culturally appropriate lifestyle interventions for a range of diverse populations, including exercise interventions, treatment goals and specific needs for the target conditions	Exercise Prescription Write Ups e-Portfolio Reflections

CLO 4	Demonstrate an understanding of individual differences in response to physical activity and exercise, and their implications.	Online Quiz Exercise Prescription Write Ups e-Portfolio Reflections End of Session Examination
CLO 5	Describe the role of an Exercise Physiologist in delivering multidisciplinary care across a variety of diverse populations for effective exercise-based intervention strategies	e-Portfolio Reflections

### 3. Strategies and approaches to learning

#### 3.1 Learning and teaching activities

Learning activities occur on the following days and times:

- Online lectures (asynchronous): 1-3 hours/week
- Case study tutorials: 1½ hours/week
- Discussion forums: 1½ hour/fortnightly

**HESC3581** consists of weekly lectures, case study-based tutorials and discussion forums. Lectures will provide you with the concepts and theory essential for understanding how physical activity impacts on the health of diverse populations. Lectures will include the aetiology of target conditions, examination of current evidence base regarding the impact of physical activity, strategies for effective clinical management, and the effects and implications of exercise on target conditions.

To assist in the development of exercise prescription skills, problem-based learning sessions (case studies) will be held weekly. Tutorial sessions will allow students to engage interactively with your peers in a more interactive form of learning than is possible in the online lectures. You will learn skills in planning and implementing a lifestyle change programs to aid in your development as an Accredited Exercise Physiologist. Discussion forums which will provide additional contextual information with a mix of additional information and a chance to ask questions to the lecturers/experts.

#### 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.

Attendance at tutorial classes and discussion forums are compulsory and content directly relates to the preceding online lectures. Attendance will be recorded via a class roll at the start of each class and sessions will NOT be recorded.

Timetable can be viewed here: <https://timetable.unsw.edu.au/2024/HESC3581.html>.

### **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

Week w/c	Online lectures (Pre-recorded)	Discussion forum (Live online)	Case Study Tutorials (Face to face)
1 27/5	Course Introduction Respiratory/Infectious Disease	<i>No discussion forum this week</i>	Writing Exercise Prescriptions
2 3/6	Paediatrics	Exercise prescription in children: healthy & in clinical populations	Exercise prescription in healthy & clinical paediatric populations
3 10/6	Mental Health 1	<i>No discussion forum this week</i>	Mental health and Exercise 1
4 17/6	Mental Health 2	Exercise & Mental Illness	Mental health and Exercise 2
5 24/6	Oncology	<i>No discussion forum this week</i>	Exercise oncology 1 week
6 1/7	<i>Flexibility week</i>		
7 8/7	Oncology	Exercise oncology	Exercise oncology 2
8 15/7	Cultural Considerations	Culturally and linguistically diverse populations	Exercise prescription in CALD
9 22/7	Women's Health 1	<i>No discussion forum this week</i>	Exercise and pregnancy & post-partum
10 29/7	Women's Health 2	Women's Health	Exercise prescription in Women's Health

Exam Period: 9 Aug - 22 Aug 2024

Supplementary Exam Period: 2 Sep – 6 Sep 2024

## 5. Assessment

### 5.1 Assessment tasks

Assessment task	Length	Weight	Mark	Due date and time
<b>Assessment 1:</b> Exercise Prescription Write-up 1	1000-word limit	20%	20	Week 5
Exercise Prescription Write-up 2	1000-word limit	20%	20	Week 9
<b>Assessment 2:</b> Online Quiz: Quiz 1 Quiz 2 Quiz 3 Quiz 4	7 questions 10 questions 7 questions 6 questions	15 %	15	Week 3,5,8,10
<b>Assessment 3:</b> e-Portfolio Reflections	500 words	10%	10	Week 9
<b>Assessment 4:</b> End of Session Examination	2 hr	35%	35	See exam timetable

Full submission guidelines (including submission dates) and marking criteria are available through the 'Assessments' section of Moodle.

#### 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 (AT1)– Exercise Prescription Write-Ups (40%)**

Two exercise/ lifestyle prescription write-ups will be required. There will be a 1,000-word limit for each prescription not including figures, diagrams, and references. Tables, figures, diagrams should not exceed 500 words. Scenario 1 is on a compulsory topic **due in Week 5**. A choice of scenarios will be provided for the second write-up based on one of the populations relevant to the course content of HESC3581, which is **due in Week 9**. A full description of this assessment task can be found on Moodle.

#### **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 Papers, 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 2 (AT2) – Online Quiz (15%)**

There will be 4 online quizzes will be based on content from both lectures and tutorials in the preceding weeks. The 4 quizzes will be worth a total of 15% of the course grade, the format is multiple choice and students will be allowed one attempt per quiz.

#### **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 3 (AT3) – e-Portfolio Reflections (10%)**

The e-Portfolio Reflection assessment encourages you to reflect on different aspects of your learning journey in this course in two of the populations presented in the discussion forums. You will be asked to reflect on what it is like working as an Exercise Physiologist in that diverse population, opportunities to enhance health care, challenges faced and how you would work and integrate your knowledge in this population. More detailed information will be provided on Moodle and you will be required to submit the reflection via Turnitin.

**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 Papers, 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 (AT4) – End of Session Examination (35%)**

The end of session examination will be an online examination held during the final examination period in August and will cover ALL material presented in lectures and tutorials.

**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.

## 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 earned 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 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

For online quizzes, students will receive their mark once the quiz has closed and will have an opportunity review the quiz.

For the Exercise Prescription write ups and the reflection, feedback will be provided via Turnitin in Moodle.

## 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.

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.<sup>1</sup> 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

Additional readings and resources will be provided on Moodle where relevant.

## 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>

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<sup>1</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

- *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>