



# **HESC3504**

## **Physical Activity and Health**

**Course Outline**  
**Term 2, 2022**

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

# Table of Contents

<b>1. Staff</b>	<b>3</b>
<b>2. Course information</b>	<b>4</b>
2.1 Course summary	4
2.2 Course aims	4
2.3 Course learning outcomes (CLO)	5
2.4 Relationship between course and program learning outcomes and assessments	5
<b>3. Strategies and approaches to learning</b>	<b>6</b>
3.1 Learning and teaching activities	6
3.2 Expectations of students	6
<b>4. Course schedule and structure</b>	<b>7</b>
<b>5. Assessment</b>	<b>8</b>
5.1 Assessment tasks	8
5.2 Assessment criteria and standards	12
5.3 Submission of assessment tasks	12
5.4. Feedback on assessment	12
<b>6. Academic integrity, referencing and plagiarism</b>	<b>13</b>
<b>7. Readings and resources</b>	<b>14</b>
<b>8. Administrative matters</b>	<b>14</b>
<b>9. Additional support for students</b>	<b>15</b>

# 1. Staff

Position	Name	Email	Consultation times and locations
Course Convenors	Kate Drury	<a href="mailto:k.drury@unsw.edu.au">k.drury@unsw.edu.au</a>	On Teams, by appointment
	Briana Clifford	<a href="mailto:b.clifford@unsw.edu.au">b.clifford@unsw.edu.au</a>	On Teams, by appointment
Lecturers	Alexander Engel	<a href="mailto:alexander.engel@canberra.edu.au">alexander.engel@canberra.edu.au</a>	
	Belinda Parmenter	<a href="mailto:b.parmenter@unsw.edu.au">b.parmenter@unsw.edu.au</a>	
	Callum Baker	<a href="mailto:callum.baker@unsw.edu.au">callum.baker@unsw.edu.au</a>	
	Kemi Wright	<a href="mailto:kemi.wright@unsw.edu.au">kemi.wright@unsw.edu.au</a>	
	Nattai Borges	<a href="mailto:nattai.borges@unsw.edu.au">nattai.borges@unsw.edu.au</a>	
	Sara Grafenauer	<a href="mailto:s.grafenauer@unsw.edu.au">s.grafenauer@unsw.edu.au</a>	
	Susan Thompson	<a href="mailto:s.thompson@unsw.edu.au">s.thompson@unsw.edu.au</a>	
Tutors	Dae Uk Han	<a href="mailto:daeuk.han@unsw.edu.au">daeuk.han@unsw.edu.au</a>	
	Eliza MacDonald	<a href="mailto:e.macdonald@student.unsw.edu.au">e.macdonald@student.unsw.edu.au</a>	
	Harrison Hansford	<a href="mailto:h.hansford@unsw.edu.au">h.hansford@unsw.edu.au</a>	
	Lauren Wheatley	<a href="mailto:lauren.wheatley@student.unsw.edu.au">lauren.wheatley@student.unsw.edu.au</a>	

## 2. Course information

**Units of credit:** 6 UOC

**Pre-requisite(s):**

HESC2501 Exercise Physiology

HESC1511 Exercise Programs and Behaviour

HESC3511 Health, Exercise and Sport Psychology

**Teaching times and locations:**

Lectures: Wednesday 1300-1400, Thursday 1200-1300, Friday 1300-1400

Tutorials: Thursday 1300-1400 or 1400-1500 (weeks 1 – 4 only)

Laboratories: 3 hours per week, please attend class as per Allocate

<http://timetable.unsw.edu.au/2022/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)

On completion of this subject students 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	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	Assessment Tasks 1, 3, 4
CLO 2	Select, develop and conduct a range of health assessments and screening tests	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	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	Assessment Tasks 1, 2, 4
CLO 5	Apply best-practice principles to design, implement and interpret results of a supervised lifestyle change program	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 diseases 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. Some lectures are scheduled face to face, other are scheduled for an online delivery which you may 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 in order to prepare for the week.

**Practicals** – To assist in the development of practical skills in assessing health and fitness and implementing lifestyle change, practicals will be held. 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 practical classes and in your involvement in planning and implementing a lifestyle change program are relevant to your development as professional exercise physiologists. After the first 4 practicals you will use the remaining timetabled sessions to complete your Lifestyle Change Project on your chosen client. In these sessions, under the supervision of an AEP, students will conduct a lifestyle assessment with their client, in order to design and implement a lifestyle change program. This will involve choosing and interviewing the client, then administering health and fitness assessments appropriate to the client's needs. See the assessment task section following for more detail.

**Tutorials** – To assist in the development of exercise and lifestyle prescription skills 2 case study tutorials will occur, the first case study will be presented in weeks 1 and 2, the second in weeks 3 and 4. 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.

### **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.

## 4. Course schedule and structure

Week: Date	Lecture 1 Wednesday 1-2pm (Online)	Lecture 2 Thursday 12-1pm (Online)	Lecture 3 Friday 1-2pm (Online)	Weekly Quiz Online	Practicals Level 1 – Ex Phys Gym	Tutorial Thurs (1-2pm OR 2-3pm)	LC Project Prep (Own Time)	
1: May 30	Intro: Being an AEP (KD/BC)	Subjective Health Screening (KD)	Pre-Exercise Screens / CV Risk Stratification (KD)	Quiz 1	Assignment Review/ Health + Pre-Screening Ax	Case Study 1a	Identify client & prep subjective Ax	
2: Jun 6	OLL: Nutrition & PA	Nutrition (SG)	Healthy Built Environments (ST)	Quiz 2	CV Risk & Diet Analysis and New Objective Assessment	Case Study 1b	Develop Health & Pre-Ex Screen	
3: Jun 13	OLL: CV Risk Assessment	Hypertension (KD) OLL: Lifestyle & Health 3**	Ex Ax & Prescription (BC)	Quiz 3	LC Project Subjective & Objective Assessment Prep	Case Study 2a	Plan/Prepare objective Ax Forms	
<b>Blank screening &amp; Fitness Assessment Forms due Friday 17<sup>th</sup> June at 5.00pm via Turnitin on Moodle</b>								
4: Jun 20	Techniques in Behaviour Change 1 (KW)	Techniques in Behaviour OLL Modules 1-4	Techniques in Behaviour Change 3 (KW)	Quiz 4	<b>Client</b> Initial Health Ax & Diet Analysis	Case Study 2b	Complete Health & Ex Pre-Screening, client goals	
5: Jun 27	Metabolic Syndrome 1 (CB)	Metabolic Syndrome 2 (CB)	Assignment Discussion (KD/BC)	Quiz 5	<b>Client</b> Initial Fitness Ax & Ex Programming		Complete objective Ax. start plan ex program	
6: Jul 4	<b>Flexibility Week (no new content)</b>							Exercise Programming
<b>Medical Practitioner Initial Report due Monday 4<sup>th</sup> July at 5.00pm via Turnitin on Moodle</b>								
7: Jul 11	PA & Health 2 (BP)	PA & Health Case (BP)	PA and Health 1 (BP)	Quiz 6	<b>Client</b> Exercise Training 1		Train Client & Feedback	
8: Jul 18	PA & Children (AE)	PA & Adolescents (AE)	Lifestyle & Health 1 (BC)	Quiz 7	<b>Client</b> Exercise Training 2		Train Client & Feedback	
<b>Behaviour Change Assignment due Monday 18<sup>th</sup> July at 5.00pm via Turnitin on Moodle</b>								
9: Jul 25	Lifestyle & Health 2 (BC)	Lifestyle & Weight 1 (BC)	Lifestyle & Weight 2 (BC)	Quiz 8	<b>Client</b> Exercise Training (Assessment)		Ex Training Assessment	
10: Aug 1	Ex & Healthy Aging 1 (NB)	Ex & Healthy Aging 2 (NB)	Ex & Healthy Aging 3 (NB)	Quiz 9	<b>Client</b> Final Health & Fitness Ax (Assessment)		Final Fitness Assessment	
10: Aug 7	<b>Lifestyle Change Project Portfolio due Sunday 7<sup>th</sup> Aug at 11.59pm via Turn-it-in on Moodle STUDY WEEK</b>							
<b>Final Exam Period 12<sup>th</sup> August to 25<sup>th</sup> August 2021</b>								
<b>Supplementary Exam Period 5<sup>th</sup> September to 9<sup>th</sup> September</b>								

## 5. Assessment

### 5.1 Assessment tasks

<u>Summary of Assessments</u>	<u>Weight</u>	<u>Due</u>
Assessment Task 1 – online quizzes	10%	Weekly
Assessment Task 2 – Lifestyle Change Project (LCP)		
a) Blank Health & Fitness Ax Forms		Week 3
b) Medical Practitioner Initial Report		Week 6
c) Clinical Skills Assessment	10%	Week 9, 10
d) Project Portfolio	25%	Week 10
Assessment Task 3 – Behaviour Change Project	20%	Week 8
Assessment Task 4 – Final examination	35%	Exam period

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

This quiz will be conducted each week and will test your understanding and practical application of concepts covered during the weekly lectures. The format will be 5 multiple choice questions. 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 midnight on the Sunday of each week.

**In total the 9 quizzes during weeks 1 to 9 are worth 5% towards your final grade.**

On Monday 1st August, Week 10, you will be given access to a link that will open a case study on a patient with metabolic syndrome.

You are required to complete this case study online by **5.00pm Friday 5th August**.

Your results from this **case study will contribute to 5% of your overall mark.**

#### Assessment Task 2: Lifestyle Change Project (35%)

You will plan and implement a Lifestyle Change Project based on the individual needs of your client who is an apparently healthy adult. Clients who are deemed moderate cardiovascular risk, maybe permitted after discussion with Kate Drury or Briana Clifford. This permission to participate will depend on the potential participant's risk factors.

The project includes three pieces of assessment (a) 2 x clinical skills assessments and (b) a written report. This project will give you 27 hours toward ESSA Exercise Physiology Accreditation.

**\*\*\* You are required to locate your own client and should aim to have found and confirmed your client by the end of week 3.**

**Your client must be available during weeks 4 to 10 during your scheduled lab time \*\*\***

This assessment item will be marked in two phases. 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 is located at the end of this course outline.

Your client interactions will be supervised by qualified AEPs during your timetabled practical times *only*.

#### Phase A: Clinical Skills Assessments (10%) Weeks 9-10

You will be allowed to practice your skills for this assessment until you become competent (see skills checklist on page 15-16 of this outline) you will then be graded during weeks 9-10 on your training and assessment skills.

1st: Your skills in training your client (supervising, motivating, monitoring, exercise execution, exercise appropriateness, progressions and communication) will be assessed during week 9. Marks allocated to this assessment are 5%.

2nd: 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 10. Marks allocated to this assessment are 5%.

#### Phase B: Project Portfolio (25%) Due Sunday 7th August at 11:59pm

By the end of the term, you will have collected a lot of information on your client. As a part of the written report, you will compile this information into a client file and write a short one-page reflection on how you feel the project went for your client. This reflection should justify your exercise prescription and reflect on how you may have done things differently, now you have the benefit of hindsight.

Your written report should include:

- o Client pre-exercise screening (medical, lifestyle), informed consent and risk stratification (3-4 pages)
- o Diet recall and 1 page analysis and diet recommendations (2 pages including tables)
- o A thorough Needs Assessment (4 to 6 points)
- o Goal setting (3 short term and 3 long term)
- o Initial fitness assessment results. Note: A copy of your blank health and fitness assessment forms must be submitted to Turnitin by the end of week 3; **Friday 17th June at 5.00pm**
- o Strategies to increase incidental physical activity (4 tips) and reduce sedentary behaviour (4 tips); Must include 1 strategy to Sit Less & Move More. Include potential barriers and suggestions to overcome them
- o Medical practitioner *initial* report (one page). Note: a copy of this report must be submitted to Turnitin at the beginning of week 6; **Monday 4th July at 5.00pm**

o 3-week Exercise Program and Training Cards (one page completed training card per week)

o Final fitness assessment results with comparison to initial fitness assessment

o Medical practitioner *final* report (one page)

o 1 page reflection on how you feel the program went, including client feedback, and anything you would do differently next time. Sample questions you might answer are provided on page 12.

Written skills outlined in the skills checklist on page 13-14 will be marked as competent when your report is marked. If you are deemed not competent, you will be asked to repeat the skill until competency is achieved. Your report should be structured, detailed, and any recommendation should be appropriately referenced (APA). Please refer to the link below for advice on the APA referencing style. <https://student.unsw.edu.au/referencing>

Written assessment tasks must be handed in via Turn-it-in, the link can be found on the HESC3504 Moodle Course Page. Penalties will apply for late submissions: see page 8 of this outline.

Detailed marking criteria can be found at the end of the course outline (page 12).

Note 1: You will make scheduled appointment times for your client's assessments and training with your class demonstrator early in the term once you have finalised your client and their availability.

Note 2: You must submit your blank fitness assessment forms that you will be using on your client to Turnitin at the end of week 3 (**5pm Friday 17th June**). You will be provided with feedback during your practical class of Week 4.

Note 3: You must submit your one-page medical practitioner report (as per Medicare guidelines) by the start of week 6 (**5pm Monday 4th July**).

Note 4: The results of your initial and final fitness assessments, as well as your 3-week training program must be submitted with your final written report due **Monday 8th August at 5.00pm**.

### Assessment Task 3: Behaviour Change Assignment (20%) Due Monday 18<sup>th</sup> July at 5pm

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 class.
3. Help your client to implement your behavioural change plan and monitor their progress along the way.
4. Write up and submit a report detailing the experience.

## 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 the behaviour in order to change the behaviour. You should also base your plan around the goal setting theory covered in class.
3. **Outcomes:** Describe how the behaviour was monitored and what the outcomes of the project were. How did you define success for your client and what was measured? 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 particular challenges your client faced, and any insights you gained. What would you do differently next time?

Formatting: **This report has a strict TWO PAGE LIMIT.**

Be focussed in your approach. 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.

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

## Marking Criteria

<b>Assignment Component</b>	<b>How do I achieve top marks?</b>	<b>Allocated Marks</b>
<b>Background/Rationale</b>	Justify the target behaviour. Make reference to an appropriate psychological model and use the model as a theoretical framework for developing your clients behavioural change plan.	/10
<b>The Plan</b>	Provide a clear description of the plan for change. Make sure your plan matches the theoretical framework you are working in. Use appropriate goal setting techniques in establishing the plan.	/10
<b>Outcomes</b>	Clearly describe the outcomes of your project and how your client's progress was monitored.	/10
<b>Reflection</b>	Comment on the success of your project. Link your experience of the project back to theoretical framework you chose.	/10

<b>Presentation</b>	The report should be well written, concise and easy to read. There should be no spelling, grammatical or typographical errors. Graphics and/or tables should support the information in the text. The report should be double spaced and appropriately referenced. Pages must be numbered.	/5
<b>Effort</b>	Put an honest effort into helping your client achieve their goal and change their behaviour. Show evidence of this effort.	/5

### 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

See Appendix for Lifestyle Change Project marking rubric.

## 5.3 Submission of assessment tasks

### Late Submission

Late submissions will be penalized at 5% per day capped at five days (120 hours). Students will not be permitted to submit their assessments after this date.

### Special Consideration

If you experience a short-term event beyond your control (exceptional circumstances) that impacts your performance in a particular assessment task, you can apply for Special Considerations.

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 are 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 9 and 10. 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.<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>.

---

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

## 7. Readings and resources

See also: [Learning Resources](#)

### Computing Facilities

There are computing facilities in Wallace Wurth, rooms G2, G4, 108 and 109. SERVE and FOODWORKS, along with VHI exercise kits have been downloaded for your use.

### 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

### 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.

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>

### 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>

# Appendix: Marking Criteria for Lifestyle Change Project (35%)

## Clinical Skills Exercise Training Assessment (5%)

Assessment component	How do I achieve top marks?	Allocated Marks
Strategic component	<ol style="list-style-type: none"> <li>1. Is timing of the exercises appropriately scheduled?</li> <li>2. Is there an appropriate warm up for each activity?</li> <li>3. Does the student EP provide regular feedback, both motivational and correctional to the client?</li> <li>4. Does the student EP adequately progress the client through their program, from an intensity perspective?</li> </ol>	/10
Education component	<ol style="list-style-type: none"> <li>1. Does the student EP engage and educate the client throughout the training session?</li> <li>2. Does the student EP supervise their client closely?</li> <li>3. Does the student EP monitor exercise technique and intensity throughout the training session?</li> </ol>	/10
Professionalism	<ol style="list-style-type: none"> <li>1. Did the student arrange the training times professionally?</li> <li>2. Is the student professional in client instruction, interaction and conduct?</li> <li>3. Is the student dressed appropriately?</li> <li>4. Was the student on time?</li> <li>5. Did the student address the client professionally?</li> </ol>	/10

## Clinical Skills Final Exercise Assessment (5%)

Introduction to session and Interviewing Skills (Comprehensiveness of Interview Topics)									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory			Satisfactory				Excellent		
Choice of Fitness Assessment (Are they appropriate to assess achievement of goals? Was it Holistic?)									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory			Satisfactory				Excellent		
Fitness/Exercise Testing Skills (Correct Execution)									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory			Satisfactory				Excellent		
Organisation and Efficiency (Did the assessment flow?)									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory			Satisfactory				Excellent		
Overall Clinical, Ethical and Professional Competence									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory			Satisfactory				Excellent		

**Project Portfolio (25%)**

<b>Assignment component</b>	<b>How do I achieve top marks?</b>	<b>Allocated Marks</b>
Screening and Exercise Assessments	<ol style="list-style-type: none"> <li>1. Choose and administer appropriate subjective and objective pre-exercise screening tests for your client.</li> <li>2. Present the pre-exercise program objective tests in an organised form that is easy to follow and compare with normative data where appropriate.</li> </ol>	/10
Dietary Analysis and Recommendations	<ol style="list-style-type: none"> <li>1. Ask your client to complete a 3-day food diary.</li> <li>2. Use SERVE or FOODWORKs or another diet program of your choice to analyse the diet for the 3 days.</li> <li>3. Compare food intake with the RDIs for macro- and micronutrients.</li> <li>4. Comment appropriately (e.g., Are they getting five serves of vegetables per day?)</li> <li>5. Comment on whether the client is eating too much processed food and make recommendations on how they can improve the quality of their food intake.</li> <li>6. Discuss whether or not the diet matches the recommendations for nutrient composition, fibre intake and other important nutrients, as well as where deficiencies or excesses exist.</li> </ol>	/10
Goal Setting and Needs Assessment	<ol style="list-style-type: none"> <li>1. In conjunction with your client, set appropriate short- and long-term SMART goals based on their needs and desire for lifestyle change.</li> <li>2. Assess their personal goals and needs obtained from subjective and objective tests and formulate a list of your client's needs. This makes up the needs assessment. Ensure that part of your assessment examines possible barriers to exercise.</li> </ol>	/10
Fitness Testing and Analysis	<ol style="list-style-type: none"> <li>1. The testing is appropriate to the goals, needs and program prescribed for the client.</li> <li>2. Pre- and post-program testing data are presented in tables and/or graphs and compared to normative data where appropriate. Any significant changes are clearly stated.</li> <li>3. The student objectively analyses the data from any testing.</li> <li>4. Analyses and conclusions derived are appropriate.</li> </ol>	/10
Strategic component	<ol style="list-style-type: none"> <li>1. The planned strategies for lifestyle change support the needs and goals of the client.</li> <li>2. The strategies are logical, realistic and will help the client achieve their goals.</li> <li>3. Client requests and feedback are an integral part of the program.</li> </ol>	/10
Education component	<ol style="list-style-type: none"> <li>1. The educational needs of the client have been stated.</li> <li>2. There are educational strategies in place to address these client needs.</li> <li>3. 4 strategies are presented to increase the client's PA and decrease the clients SB. This includes 1 strategy to Sit Less &amp; Move More. Potential barriers and suggestions to overcome them are listed.</li> <li>4. The education program supports the needs and goals of the client.</li> <li>5. A list of resources to support the client's educational needs is included.</li> </ol>	/10
Activities/Exercise Program	<ol style="list-style-type: none"> <li>1. The exercises are clearly stated, and a rationale given for each exercise.</li> <li>2. The exercises and education plan address the needs and goals of the client.</li> </ol>	

	<ol style="list-style-type: none"> <li>3. There is a logical progression of activities that support the achievement of both short- and long-term goals.</li> <li>4. The exercise and education plan address all the client's needs including exercise, dietary change, stress and time management, avoiding sedentary behaviour, smoking, alcohol consumption and/or whatever is pertinent to your client.</li> </ol>	/10
Medical Practitioner Reports	<ol style="list-style-type: none"> <li>1. Two separate <b>one</b>-page reports (initial and final) to the client's General Practitioner briefly outlining the assessment results, treatment plan and treatment effects is included.</li> <li>2. The report is clear, concise, informative and quick to read.</li> </ol>	/10
Reflection and Overall Presentation	<ol style="list-style-type: none"> <li>1. A reflective report is included at the end of the client file which outlines the students views of the project.</li> <li>2. The report should be well written, concise and easy to read.</li> <li>3. There should be no spelling, grammatical or typographical errors.</li> <li>4. Graphics and/or tables should support the information in the text.</li> <li>5. The report should be double spaced and appropriately referenced.</li> <li>6. Pages must be numbered.</li> <li>7. The report should represent an actual client file.</li> <li>8. Any justifications for lifestyle advice and exercise prescription should be appropriately referenced.</li> </ol>	/10

**Sample Reflection Questions for your final written report reflection/justification:**

*Aim for two pages double spaced*

**Reflection 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?

**Reflection 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?

**Reflection 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?

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

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