



THE UNIVERSITY OF NEW SOUTH WALES

School of Medical Sciences
Faculty of Medicine
School of Psychology
Faculty of Science

COURSE: HESC3504 PHYSICAL ACTIVITY AND HEALTH

Lectures: Tuesday 12.00 pm – 1.00 pm in Wallace Wurth LG03

Thursday 2.00 pm – 4.00 pm in Wallace Wurth LG03

Laboratories: 24 Arthur St.

Monday 3.00 – 5.00 pm

Tuesday 10.00 am - 12.00 pm; 1:00 – 3:00 pm

Wednesday 10.00 am - 12.00 pm;

Convenor: Dr. E. Gail Trapp
School of Medical Sciences (SoMS)

Office: GO5, 24 Arthur Street

Phone: 9385 8313

E-mail: e.trapp@unsw.edu.au

Office hours: Wednesday 12.00 - 1.00 pm or by appointment

Co-convenor: Dr. Lenny Vartanian
School of Psychology

Office: Room 1111, Matthews Building

Phone: 9385 8758

E-mail: l.vartanian@psy.unsw.edu.au

Office hours: By appointment

Contributors to the course:

Lecturers	Dr. Chris Maloney School of Medical Sciences	c.maloney@unsw.edu.au
	Mr. Gareth Corbett AEP Owner: Over Forty Fitness	gareth@overfortyfitness.com.au
	Assoc. Prof. Susan Thompson School of the Built Environment	s.thompson@unsw.edu.au
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HESC3504 COURSE INFORMATION

Physical Activity and Health (HESC3504) is a 3rd year Exercise Physiology course worth six Units of Credit (6 UOC). The course is required as part of study for the degree of Bachelor of Exercise Physiology (and Bachelor of Science, Health and Exercise Science). The course will build on the information you have gained in Introductory Exercise Science (HESC1501), Exercise Programs and Behaviour (HESC1511), Exercise Physiology (HESC2501) and Psychology (PSYCI001 and PYSC1011). Concepts gained in courses such as anatomy, human physiology, biomechanics, and behavioural science will contribute to your learning in this course.

This course is jointly convened by Dr. Lenny Vartanian from the School of Psychology and Dr. Gail Trapp from the School of Medical Sciences. Two hours per week of lectures will be devoted to examining the positive physiological changes induced by regular exercise and how to develop appropriate lifestyle change programs for apparently healthy adults. One hour per week will be spent examining the psychology of exercise and the interactions between physical activity and psychological health.

OBJECTIVES OF THE COURSE

This course will introduce students to the literature examining the effects of physical activity on health. In particular, the effects of exercise on cancer, heart and vascular disease, lower back pain, obesity, immune function, sleep, stress, and depression will be described. Health based screening and intervention techniques will also be outlined with students undertaking a supervised lifestyle change project. This course will also examine the psychological elements of exercise, both in terms of the psychological factors underlying exercise behaviour and the psychological impact of exercise.

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

1. describe key models explaining why people do (or do not) exercise
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. demonstrate a basic knowledge of dietary assessment and a healthy food intake
5. conduct a range of health assessment and screening tests
6. design and implement a supervised lifestyle change program

COURSE STRUCTURE and TEACHING STRATEGIES

This is a 6 unit course and consists of:

- 3 lectures per week
- practical/tutorial sessions of up to 4 hours per week.

Students are expected to attend all scheduled activities for their full duration. Students are reminded that UNSW recommends that a 6 units-of-credit course should involve about 150-180 hrs of study and learning activities. The formal learning activities are approximately 108 hours throughout the semester and students are expected (and strongly recommended) to do at least the same number of hours of additional study. The time spent designing and implementing a lifestyle change program may add to this time commitment.

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.

To assist in the development of practical skills in assessing health and fitness and implementing lifestyle change, laboratories 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.

APPROACH TO LEARNING AND TEACHING

The learning and teaching philosophy underpinning this course is centred on student learning and aims to create an environment which interests, challenges, and enthuses students. The teaching is designed to be relevant and engaging in order to prepare students for future careers as Exercise Physiologists.

Although the primary source of information for this course is the lecture material, effective learning can be enhanced through self-directed use of other resources such as textbooks and Web based sources. Your practical classes will be directly related to the lectures and it is essential to prepare for practical classes before attendance. It is up to you to ensure you perform well in each part of the course; preparing for classes; completing assignments; studying for exams and seeking assistance to clarify your understanding. The practicals are provided to support lecture material and practice analytical and testing skills. The practical classes help you to develop graduate attributes A, C, D & E.

STUDENT LEARNING OUTCOMES

HESC3504 will develop the following graduate attributes. These include skills, qualities, understanding and attitudes that promote lifelong learning that students should acquire during their university experience.

Graduate Attributes

- A. Research, inquiry and analytical thinking abilities
- B. The capability and motivation for intellectual development
- C. Ethical, social and professional understanding
- D. Effective communication
- E. Teamwork, collaborative and management skills
- F. Information Literacy – the skills to locate, evaluate and use relevant information.

ASSESSMENT PROCEDURES

Lifestyle Change Program **50%**

Behaviour Change **20%**

Final Examination **30%**

Lifestyle Change Program 50%

You will plan and implement a **lifestyle change program** based on the individual needs of an apparently healthy adult. The program is to include pre-screening; psychological and physical health, nutritional, and fitness assessments; an educational component; and strategies and goal setting for lifestyle change. This project will give you 40 hours toward ESSA accreditation and help develop graduate attributes A to F. Your report should be structured, detailed, and appropriately referenced (APA). This assessment item will be marked in three phases to allow for feedback and fine tuning. When handing in Phases 2 and 3, you must include the previously assessed material to ensure that the material is unified and consistent across the phases. Report writing is formal in tone and therefore you should avoid the use of colloquialisms and abbreviations.

Written assessment tasks must be handed in via Turn-it-in which can be found on the TELT Blackboard website. Penalties apply for late submissions.

<http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

Phase 1: *Planning and assessment.*

Due 8th April at 4pm

This will include your needs assessment, goal setting, pre-screening, and other assessment items you chose to determine the health status of your client and their lifestyle change objectives. It will include a three day dietary analysis.(20%)

Phase 2: *The Program.*

Due 5th May at 4pm

This is a *detailed* description of the activities and strategies planned for the lifestyle change program for your client. It is essential that you not only include exercise programming but that you outline a program for addressing other aspects of the client's lifestyle change needs such as diet and stress management. (15%)

Phase 3: *Evaluation.*

Due 27th May at 4pm

This report includes the final assessments you use to determine the success of your program. It must include a critical evaluation of the merits/demerits of the program and the processes used. It must also include a one page summary report to the client's medical practitioner. (15%)

Behaviour Change Assignment

Due 21st April at 4pm

This assignment is designed to allow you the opportunity to practice the challenging task of changing one's behaviour. First, you will choose a specific physical activity goal and then, using what you learnt in class, you will develop a specific plan for achieving that goal. The approach you take to changing your behaviour should be grounded in some theoretical rationale. Next, you will implement your behavioural change plan, making sure to evaluate your progress along the way. This assignment will culminate in a written report. The report is to be no longer than eight (8) pages, double spaced. This limit is not including references or supplementary materials which are additional to the body of the assignment.

Final Examination 30%

The **final examination** will be held during the official examination period. This examination will test not only your knowledge of physical activity, diet and health but also your ability to apply the knowledge you have acquired from the course material to client management. The questions will be based on the material covered in the lectures and practical classes and the prescribed readings over the entire semester. The exam will address graduate attributes A and B.

MARKING CRITERIA
Lifestyle Change Program
Phase 1 – Planning and Assessment

<i>Assignment component</i>	<i>How do I achieve top marks?</i>	<i>Mark for this section</i>
Dietary analysis	Use SERVE or FOODWORKs to analyse the diet and include the dietary intake for three days. Compare food intake with the RDIs for macro- and micronutrients. Make sure the diet matches the recommendations for macronutrient composition and fibre intake.	2.5/20
Diet recommendations	Compare your client's intake with the RDIs and examine their actual intake. Comment appropriately (eg. are they getting 5 serves of vegetables per day?) and make recommendations to improve the quality of their food intake. Maximum one page.	2.5/20
Testing	Choose and administer appropriate tests for your client, do preexercise screening and assess their needs. Ensure that part of your assessment examines possible barriers to exercise. Present the pre-training tests in tabular form and compare with normative data where appropriate.	5/20
Goal Setting	In conjunction with your client, set appropriate long, medium and short term SMART goals based on their needs and desire for change.	5/20
Presentation	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.	5/20

Phase 2 – The Program

<i>Assignment component</i>	<i>How do I achieve top marks?</i>	<i>Mark for this section</i>
Strategic component	<p>Do the planned strategies for change support the needs and goals of the client?</p> <p>The strategies are logical, realistic and will help the client achieve their goals.</p> <p>Client feedback is an integral part of the program.</p>	2.5/15
Education component	<p>The educational needs of the client have been stated.</p> <p>There are strategies in place to address these client needs.</p> <p>This component supports the needs and goals of the client.</p> <p>A list of resources to support the client's educational needs is included.</p>	2.5/15
Activities	<p>The activities are clearly stated and a rationale given for each activity.</p> <p>The activities address the needs and goals of the client.</p> <p>There is a logical progression of activities that support the achievement of both short and long term goals.</p> <p>These activities address all the client's needs including exercise, dietary change, stress and time management, smoking or whatever is pertinent to that client.</p>	7.5/15
Presentation	<p>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.</p>	2.5/15

Phase 3 – Evaluation

<i>Assignment component</i>	<i>How do I achieve top marks?</i>	<i>Mark for this section</i>
Testing	<p>The testing is appropriate to the goals, needs and program prescribed for the client. Pre- and post-training testing data are presented in tables and/or graphs and compared to normative data where appropriate.</p>	2.5/15
Analysis	<p>The student objectively analyses the data from any testing. Differences between pre- and post-testing results are noted and possible reasons for change or lack of change are discussed. Analyses and conclusions derived are appropriate.</p>	5/15
Evaluation	<p>The program is critically evaluated by the student. Suggestions are made to address areas of weakness or where goals were not met. The student attempts to determine the cause for success or lack thereof.</p> <p>Include a separate one page report to the client’s General Practitioner briefly outlining the treatment and treatment effects.</p>	5/15
Presentation	<p>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.</p>	2.5/15

MARKING CRITERIA
Behavioural Change Assignment

<i>Assignment component</i>	<i>How do I achieve top marks?</i>	<i>Mark for this section</i>
Background/rationale	Justify target behaviour. Use a sound theoretical framework for developing your behavioural change plan.	4/20
The plan	Make sure your plan matches the theoretical framework you are working in. Use appropriate goal setting techniques in establishing the plan.	4/20
Implementation and evaluation	Put in an honest effort in working toward your goal. Adequately monitor your progress, which includes gathering data. Evaluate your progress, and adjust goals as necessary.	4/20
Reflection	Comment on any particular challenges you faced and any insights you gained, including possible shortcomings of your theoretical framework.	4/20
Presentation	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.	4/20

PENALTIES FOR LATE SUBMISSION OF WORK

Any extension must be applied for in advance of the due date.

In cases where an extension has NOT been granted, the following penalties will apply:

- For assignments submitted after the designated time on the due date, a penalty of 50% of the maximum marks available for that assignment will be incurred.
- Assignments received two (2) or more days after the due date **will not be allocated a mark**, however, these assignments **must** still be submitted to pass the unit.

TEXTBOOK AND READING LIST

- Bouchard, Blair, & Haskell (2007). *Physical Activity and Health*. Human Kinetics, Champaign; Illinois.
- Griffin, J.C. (1998). *Client-centred Exercise Prescription*. Human Kinetics. Champaign, Illinois, USA.
- Gore, C., & Edwards, D.A. (1992). *Australian Fitness Norms: A Manual for Fitness Assessors*. Health Development Foundation
- Hardman, A., & Stensel, D. (2003). *Physical Activity and health: The evidence explained*. Routledge, London.
- Lox, C. L., Marin Ginis, K. A., & Petruzzello, S. J. (2006). *The psychology of exercise: Integrating theory and practice (2nd edition)*. Holcomb Hathaway: Scottsdale, Arizona, USA.

REQUIRED READINGS

The following articles may be found on the TELT Blackboard website: <http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

- Libby, P. (2002). Atherosclerosis: the new view. *Scientific American*, May, 47-55.
- Myers, J. et al (2002). Exercise capacity and mortality among men referred for exercise testing. *New England Journal of Medicine*, 346, 793-801.
- Pescatello, L. et al. (2004). Exercise and hypertension. *Medicine and Science in Sports & Exercise*, 36, 533-553.
- Shaw K, Gennat H, O'Rourke P, Del Mar C. Exercise for overweight or obesity. *Cochrane Database Syst Rev* (2006), 4:CD003817.
- Boutcher & Dien (2007). Factors impeding fat loss.
- Engler & Engler, (2006). Omega-3 fatty acids: role in cardiovascular health and disease. *J Cardiovascular Nursing*, 21, 17-24.
- Eriksson, J. et al. (1997). Exercise and the metabolic syndrome. *Diabetologia*, 40, 125-135.
- Friendenreich, C.M., (2002). Physical activity and cancer prevention: from observational to intervention research. *Cancer Epidemiology, Biomarkers and Prevention*, 10, 287-301;
- Boutcher, S.H.& Hamer, M. (2006). Physical activity and cardiovascular reactivity. In E. Acevedo & P. Ekkekakis (Eds.), *The Psychobiology of Exercise and Sport*. Champaign: Human Kinetics.
- Heyn et al. (2004). The effects of exercise training on elderly persons with cognitive impairment and dementia: a meta-analysis. *Arch Phys Med Rehabil*, 85, 1694-1704.
- Youngstedt, S.D. (2005). Effects of exercise on sleep. *Clinical Sports Medicine*, 24, 355-365.
- Ekkekakis, P & Acevedo, E. (2001). Affective responses to acute exercise: toward a psychobiological dose-response model. *The Psychobiology of Exercise and Sport*. Champaign: Human Kinetics.
- Mutrie (2001). The relationship between physical activity and clinically defined depression. In Biddle, S., Fox, K., & S.H. Boutcher (Eds.), *Physical Activity and Mental Health*, Routledge.

COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students about the courses offered in Exercise Physiology and continual improvements are made based on this feedback. The Course and Teaching Evaluation and Improvement [CATEI] Process of the UNSW is the way in which student feedback is evaluated and significant changes to the course will be communicated to subsequent cohorts of students.

GENERAL INFORMATION

Exercise Physiology is part of the School of Medical Sciences and is within the Faculty of Medicine. General inquiries can be made at the School of Medical Sciences Reception, located on the Ground Floor of the Wallace Wurth building (office hours are 9.00 am - 5:00pm).

Professor Nick Hawkins is Head of School and appointments may be made through his Administrative Assistant, Susan Dacre (s.dacre@unsw.edu.au) in Wallace Wurth MG 149.

Dr. Ben Barry is the Program Authority for Exercise Physiology and can be found at 24 Arthur Street (9385 8709). Email ben.barry@unsw.edu.au.

The School Student Advisor Ms Carmen Robinson (9385 2464) is able to provide additional information on any courses offered by the School.
Email: carmen.robinson@unsw.edu.au

Ms Sue Cheng is the Program Officer for Exercise Physiology.
Email: sue.cheng@unsw.edu.au

OFFICIAL COMMUNICATION BY EMAIL

All students in the course HESC3504 are advised that e-mail is now the official means by which the School of Medical Sciences at UNSW will communicate with you. All email messages will be sent to your official UNSW e-mail address (e.g. z1234567@student.unsw.edu.au) and, if you do not wish to use the University e-mail system, you MUST arrange for your official mail to be forwarded to your chosen address. The University recommends that you check your mail at least every other day. Facilities for checking e-mail are available in the School of Medical Sciences and in the University library. Further information and assistance is available from UNSW IT Service, ph. 9385 1333 or email servicedesk@unsw.edu.au. Free e-mail courses are run by the UNSW Library. Announcements will also be made on Blackboard so it is in your interest to check the website regularly.

ATTENDANCE REQUIREMENTS

Attendance at practical classes/demonstrations is compulsory, and must be recorded in the class roll ON THE DAY OF THE CLASS. It is your responsibility to ensure that the demonstrator records your attendance and no discussions will be entered into after the completion of the class. Satisfactory completion of the work set for each class is essential. It should be noted that nonattendance for other than documented medical or other serious reasons, or unsatisfactory performance, may result in an additional practical assessment, exam or ineligibility to pass the course.

BEHAVIOUR IN PRACTICAL CLASSES

The practical class is an opportunity for students to demonstrate graduate attribute C by behaving in an ethical, socially responsible and professional manner within the practical class.

- Punctual arrival is expected.
- Turn-off mobile phones before entering the class (mobile phones must not be used or answered during the class)
- Enclosed shoes are compulsory.

Students must take due care with biological and hazardous material and make sure all equipment is left clean and functional. Those who don't adhere to these basic laboratory rules will be marked absent.

PRACTICAL CLASSES

Students are required to familiarise themselves with the experimental procedure, as recorded in the practical manual, before attending each class. In the interests of safety, special attention should be paid to any precautionary measures recommended in the notes. If any accidents or incidents occur they should be reported immediately to the demonstrator in charge of the class who will record the incident and recommend what further action is required.

COMPUTING FACILITIES

A small computer facility is available to students in Room M211 in Wallace Wurth. Access may be obtained by taking your student card to the Facilities Management Office on the second floor of the Matthews Building. Your student card will then allow you to operate the security lock on the door. Hours of access are 8:30am - 6:00pm. However, priority is given to scheduled classes and meetings. NB: The School would like to advise you that a record is kept of students entering the computer facility. Students will be held responsible for any damage.

TEACHING RESOURCES ON BLACKBOARD

Exercise Physiology has chosen to use the University's central Blackboard service to provide teaching material for all of its courses. To access these materials, go to the university's home page and follow the quick links to the TELT gateway then follow the links to log onto Blackboard using your Z-pass and password. After logging on to Blackboard, look for the course HESC3504. You should have access to it if you are properly enrolled. Lecture notes will also be made available on Blackboard either before or shortly after the lecture.

SPECIAL CONSIDERATION

Please note the following Statement regarding Special Consideration.

If you believe that your performance in a course, either during session or in an examination, has been adversely affected by sickness or for any other reason, you should notify the Registrar and ask for special consideration in the determination of your results. Such requests should be made as soon as practicable after the problem occurs. **Applications made more than three days after an examination in a course will only be considered in exceptional circumstances.**

When submitting a request for special consideration you should provide all possible supporting evidence (eg medical certificates) together with your registration number and enrolment details. Consideration request forms are available from the Student Centre in the Chancellery and from Course Offices. In exceptional circumstances further assessment may be given. **If you believe you might be eligible for further assessment on these grounds, you should contact the Course Authority or the relevant Course Office as soon as possible.**

Please refer to UNSW Student Gateway at www.student.unsw.edu.au for further details regarding special consideration.

MISSED EXAMS

If in any circumstances you unavoidably miss an examination, you must inform the Registrar and also contact the Exercise Physiology Program Officer (Ms Sue Cheng) immediately. Normally, if you miss an exam (without medical reasons) you will be given an absent fail. If you arrive late for an exam no time extension will be granted. It is your responsibility to check timetables and ensure that you arrive with sufficient time.

PLEASE NOTE that if you miss any examinations for medical reasons you must lodge a medical certificate with New South Q within **3 DAYS** (refer to UNSW Student Gateway at www.student.unsw.edu.au for further details). Your request for consideration will be assessed and a deferred exam may be granted. You cannot assume you will be granted supplementary assessment. The deferred exam may include a significant oral element.

MEDICAL CERTIFICATES

Students who miss practical classes due to illness or for other reasons must submit a copy of medical certificates or other acceptable documentation to the course convenor **Dr Gail Trapp at 24 Arthur Street**. Certificates should be lodged no more than seven (7) days after an absence. Certificates lodged after seven days will not be accepted. The following details must be attached: Name, Subject number, Group number, Date of the class, Name of class/es missed.

STUDENT SUPPORT SERVICES

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course coordinator prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (**EADU**) **9385 4734**. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

STUDENT RIGHTS AND RESPONSIBILITIES

Refer to UNSW Student Gateway at www.student.unsw.edu.au

PLAGIARISM

The School of Medical Sciences will not tolerate plagiarism in submitted written work. The University regards this as academic misconduct. Evidence of plagiarism in submitted assignments, etc. will be thoroughly investigated and may be penalised by the award of a score of zero for the assessable work. Evidence of plagiarism may result in a record being made in the Central Plagiarism Register and the Faculty Students Ethics Officer being notified.

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another student's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor;
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†
- for the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.
- knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does **not** amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with permission from the University of Melbourne.

APPEAL PROCEDURES

Refer to UNSW Student Gateway at www.student.unsw.edu.au

GRIEVANCE RESOLUTION OFFICER

In case you have any problems or grievance about the course, you should try to resolve it with the Course Coordinator (Dr Gail Trapp ph:9385 8313). If the grievance cannot be resolved in this way, you should contact the School of Medical Sciences Grievance Officer, Dr P. Pandey (9385 2483, P.Pandey@unsw.edu.au).

OCCUPATIONAL HEALTH AND SAFETY

UNSW's aim is to provide a safe, healthy and secure learning and working environment for all students, staff, contractors and visitors. To achieve this goal, everyone has a responsibility for ensuring that their actions do not adversely affect the health, safety and welfare of themselves or others. The university has laid out these goals in its [OHS policy](#). The policy applies to all staff, students, visitors and contractors of UNSW. If you identify a hazard in your work/ study environment, or want to report an incident then please refer to: http://www.hr.unsw.edu.au/ohswc/ohs/ohs_reporting.html

LECTURE AND PRACTICAL CLASS TIMETABLE

Week	Start Date	Lecture 1	Lecture 2	Lecture 3	Laboratory/Tutorial
1	Feb 28	Models of exercise behaviour 1 LV	Introduction EGT	The lifestyle change model EGT	
2	March 7	Models of exercise behaviour 2 LV	Screening EGT	Health/fitness assessments EGT	Body composition assessment
3	March 14	Working toward behavioural change LV	Theory into practice GC	Theory into practice GC	Fitness assessment
4	March 21	Principles of cognitive-behavioural interventions LV	Exercise prescription EGT	Healthy Built Environments ST	Assessing strength, flexibility and balance
5	March 28	Principles of motivational interviewing LV	Exercise prescription EGT	Home based exercise EGT	Individual client based clinical hours
6	April 4	Motivation and obstacles to change LV	Exercise and nutrition in weight management EGT	Exercise and nutrition in weight management EGT Assignment Phase 1 due	Individual client based clinical hours
7	April	Body image and exercise LV	Metabolic calculations EGT	Metabolic syndrome and diabetes EGT	Individual client based clinical hours
8	April 18	Social influences on exercise LV	Cholesterol EGT	Hypertension EGT Behaviour Change Assignment due	Individual client based clinical hours
	April 25	Easter Break			
9	May 2	Physical activity and mental health LV	Cardiovascular disease EGT	Cancer EGT Assignment Phase 2 due	Individual client based clinical hours
10	May 9	Physical activity and mental health LV	Nutrition and physical activity: contribution to epigenetic change CM	Nutrition and physical activity: contribution to epigenetic change CM	Individual client based clinical hours
11	May 16	Considerations for diverse populations LV	Pregnancy EGT	Children and physical activity EGT	Individual client based clinical hours
12	May 23	Environmental and policy based approaches LV	Writing professional reports EGT	Review EGT Assignment Phase 3 due	Individual client based clinical hours

EGT Dr. E. Gail Trapp; **LV** Dr. Lenny Vartanian; **ST** Assoc. Prof. Susan Thompson; **CM** Dr. Chris Maloney; **GC** Mr. Gareth Corbett