

**UNSW**



# **THE UNIVERSITY OF NEW SOUTH WALES**

**Exercise Physiology Program  
School of Medical Sciences  
Faculty of Medicine**

## **HESC1511**

### **Exercise Programs and Behaviour**

Semester 2, 2013  
Course Outline

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## Course Staff

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<b>Co-convenor:</b>	Mr Andrew Keech	<a href="mailto:andrew.keech@unsw.edu.au">andrew.keech@unsw.edu.au</a>
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<b>Clinical Tutors:</b>	Mr Nick Burrows Miss Tina Cheng Mr. David Mizrahi Mr Andrew Saliba	
<b>Technical Officer:</b>	Mr. Balu Daniel School of Medical Sciences	<a href="mailto:d.balu@unsw.edu.au">d.balu@unsw.edu.au</a>
<b>Program Officer:</b>	Ms. Sue Cheng School of Medical Sciences	<a href="mailto:sue.cheng@unsw.edu.au">sue.cheng@unsw.edu.au</a>
<b>Lectures</b>	Monday 9.00-10.00am Tues 10.00-11.00am	Wurth LG03 Biomed D

## **HESC1511 Course Details**

**Credit Points:** 6 UoC

### **Course Prerequisites / Assumed Knowledge**

HESC1501 Introductory Exercise Science

PSYC1001 Psychology 1A

### **Course Description**

Exercise Programs and Behaviour (HESC1511) is a 1<sup>st</sup> year Health and Exercise Science course worth six Units of Credit (6 UOC). The course is required as part of study for the degree of Bachelor of Exercise Physiology. The course will build on the information you have gained in Introductory Exercise Science (HESC1501) and Psychology 1A (PSYC1001). Practical training in this course will encompass: fitness assessments, basic pre-screening and interview techniques, and exercise technique and prescription. Psychological aspects of exercise, in particular motivation, adherence and addiction, will also be addressed. These skills will be put into clinical practice with students developing and delivering a supervised exercise program for a healthy adult.

### **Aims of the Course**

Building on basic skills learned in HESC1501, the aims of this course are to:

1. Expose students to the principles underlying motivational interviewing;
2. Develop an understanding of the principles of screening and safe exercise testing;
3. Develop an understanding of the principles of exercise programming;
4. Develop an understanding of the psychosocial factors contributing to exercise engagement and adherence

### **Student Learning Outcomes**

HESC1511 will develop the following skills, qualities, understanding and attitudes that promote lifelong learning that students should acquire during their university experience.

On completion of this subject students should be able to:

1. Develop basic skills in motivational interviewing;
2. Apply basic fitness and health assessments and screening tools;
3. Design and implement an exercise program for a healthy adult;
4. Design and implement a group exercise session;

HESC1511 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**

Students will develop their skills:

1. As collaborative team workers;
2. To be able to apply their knowledge and skills to problem solve;
3. To communicate effectively with patients, colleagues and other health professionals;
4. To display a respect for diversity and a high standard of ethical practice;

### **Rationale for the Inclusion of Content and Teaching Approach**

How the course relates to the Exercise Physiology profession – This course provides students with the basic principles of exercise programming and an understanding of motivation and adherence. These principles underpin your professional requirements for programming physical activity for your clientele.

How the course relates to other courses in the Exercise Physiology program – The course builds on the information gained in Introductory Exercise Science (HESC1501,) and Psychology (PSYC1001).

## Teaching Strategies

Lectures – Lectures will provide you with the concepts and theory essential for understanding the principals underpinning programming exercise for apparently healthy individuals. The acute and chronic responses to resistance and aerobic training will be outlined in the lectures. Flexibility training will be discussed along with safety in exercise and contraindications to exercise

Laboratories – To assist in the development of practical skills and exercise technique practical classes 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 are relevant to your development as professional Exercise Physiologists.

Clinicals – Each student will also spend a total of eight hours over the semester developing their clinical skills. Four hours (2 x 2 hour sessions) will be spent at the Lifestyle Clinic examining case histories, client assessments and program development in clients from the *Lifestyle Plus program*. Four hours (2 x 2 hour sessions) will be spent undertaking your own client screening and assessment.

Tutorials - This format provides a more informal learning environment than a lecture. Sessions will be structured to encourage your participation in activities and discussions designed to enhance your learning. Tutorial information will be uploaded into Blackboard (<https://lms-blackboard.telt.unsw.edu.au>) and you are required to read these materials prior to each tutorial.

## Assessment

These tasks have been chosen as tools to enhance and guide your learning as well as a way of measuring performance, and are therefore a central teaching strategy in this course.

<u>Summary of Assessments</u>	<u>Weight</u>	<u>Due Date</u>
Assessment Task 1 – Exercise Programming	<b>40%</b>	Part 1: Week 7 Part 2: Week 12
Assessment Task 2 – Group Practical Presentation	<b>20%</b>	Weeks 12/13
Assessment Task 3 – End of Session Examination	<b>40%</b>	Exam period

### **Assessment Task 1 – Exercise Programming for Healthy Individuals** **40%**

#### Part 1: Subjective and Objective Screening

*Part 1 is due the beginning of week 7 Monday 9<sup>th</sup> September via Turn-it-in on Blackboard by 9.00am*

In your first clinical session at 24 Arthur St you will choose a partner from your clinical group with which you will complete this entire assignment on.

Part 1 will require you to complete and hand in the following:

1. Ask your client to record their diet over three days (two weekdays and one weekend day) and give to you;
2. Analyse the macronutrient and micronutrient content using SERVE or FOODWORKS software and write a thorough one page (maximum) double spaced recommendation for improving their diet.
3. Conduct an interview and pre-exercise screening;
4. Choose and undertake a basic series of fitness assessments including posture, anthropometrics and body composition, muscle strength and endurance testing and an estimate of cardiovascular fitness and strength;
5. By the beginning of week 7 hand in the completed diet record, diet analysis and one page recommendation for dietary improvements, results of the interview, pre-exercise screening and completed fitness assessment.

## Part 2: Exercise Management Plan (Assessment and Planning)

Part 2 is due the beginning of week 12 Monday 21<sup>st</sup> October via Turn-it-in on Blackboard by 9.00am

This part of the assignment is designed for you to put into practice the basic principles of exercise programming for healthy individuals. Using your dietary and fitness assessment and interview information you have collected, and in discussion with your partner, you will plan an exercise program for your partner based on their needs and fitness goals. You are advised to start work on this project as early as possible, especially the design of your program record and assessment forms.

As a continuation of Part 1 of the assignment you will:

1. Complete a needs assessment;
2. Develop 3 short term and 3 long term SMART goals;
3. Design an exercise program to cater for these goals as well as the results of your fitness assessment;
4. Design an exercise program card for your client to complete and record three (3) exercise sessions;
5. Instruct your client to complete three (3) exercise sessions and record them in the program record you have designed;
6. Conduct a follow up interview to assess how the program sessions went.

**Your final report is due at the beginning of week 12 and will include:**

1. Completed interview questions and screening forms (from Part 1);
2. Completed fitness assessment forms (from Part 1);
3. Needs Assessment, Goals and Exercise Program;
4. A completed three (3) session exercise program card;
5. A 1 page detailed justification of your exercise program with expected outcomes and critical evaluation of the 3 exercise sessions completed.

**Assessment Task 1, Part 1 is due 9.00am Monday 9<sup>th</sup> September**

**Assessment Task 1, Part 2 is due 9.00am Monday 21<sup>st</sup> October**

**Both Tasks to be submitted via Blackboard Turn-it-in by 9.00am**

### **Assessment Task 2 – Group Practical Presentation**

**20%**

*(Weeks 12 & 13)*

The purpose of this activity is to provide you with an opportunity to put into practice the principles of exercise programming in a group setting. **In groups of four (chosen from within your timetabled laboratory group)**, students will plan a one hour exercise session for a group of healthy participants of their choice (children, elderly, university students, etc).

**Your group will be allocated a session time in weeks 12 or 13 where you will be required to deliver 15 minutes of your planned session to the class where you will use exercises selected from your planning document.**

It is compulsory for all students to attend these sessions. The planning document will be handed in as part of the assessment and include the aims of the exercise session and the activities used to fulfil those aims. The group of four will then act as instructors for the other students who will act as the chosen population. Note: One student should conduct the warm up, another the conditioning phase, another the resistance activities and another, the cool down and flexibility exercises. Information on planning and structuring the exercise session will be provided in practical sessions and lectures.

### **Assessment Task 3 – Final Exam**

**40%**

*(Exam Period)*

The purpose of the final exam is to test your understanding of the concepts covered in the **entire course**. Material from lectures, tutorials, laboratories and readings may be assessed. The format will be multiple choice and short answer questions. The exam will be held during the end of session exam period.

### Submission of Assessment Tasks

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. <https://lms-blackboard.telt.unsw.edu.au>

### 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.

### **Assessment Marking Criteria: Task 1 – Exercise Programming for Healthy Individuals (40%)**

<b>Component</b>	<b>How do I achieve top marks?</b>	<b>Mark Allocation (40%)</b>
Dietary analysis	<ul style="list-style-type: none"><li>• Use SERVE or FOODWORKS to analyse the diet and include the 3 day dietary record;</li><li>• Compare client's food intake with the RDIs for <b>all</b> macro- and micronutrients;</li><li>• Make sure the diet matches the NHMRC recommendations for macronutrient composition and fibre intake;</li></ul>	4
Diet recommendations	<ul style="list-style-type: none"><li>• Compare and analyse your partner's intake with the RDIs for each food group;</li><li>• Comment appropriately on the intake (eg. Are they getting enough protein?);</li><li>• Make recommendations to improve the quality of food intake;</li><li>• <b>Maximum one page double spaced;</b></li></ul>	4
Interview, Pre-screening and Fitness Assessment	<ul style="list-style-type: none"><li>• Interview your client and compile a list of the client's needs from the exercise program;</li><li>• Complete a thorough pre-exercise screening;</li><li>• Choose and administer appropriate fitness tests for your client and assess their needs again;</li><li>• Present the test results in tables and compare with normative data where appropriate;</li></ul>	8
The Exercise Management Plan	<ul style="list-style-type: none"><li>• Design 3 short term and 3 long term SMART goals based on the client's needs;</li><li>• Design a holistic exercise program catering to the needs of your client;</li><li>• Plan and implement 3 exercise training program sessions for your client;</li><li>• Illustrate and/or explain the exercises/activities prescribed;</li><li>• Include a basic plan for progression for your client;</li></ul>	8
Evaluation and Justification	<ul style="list-style-type: none"><li>• This should be a maximum of one page;</li><li>• Justify your client's exercise program. Why did you prescribe each exercise incl intensity, type, duration?;</li><li>• Discuss problems you faced (eg. lack of equipment, boredom, injury) and how you overcame them? What were the successful aspects? What changes would you make to improve the program?;</li><li>• Discuss your plan for progression;</li></ul>	8
Overall Presentation	<ul style="list-style-type: none"><li>• The report should be well written, concise and easy to read;</li><li>• There should be no spelling, grammatical or typographical errors (please have spell and grammar check switched on);</li><li>• Graphics and/or tables should support information in the text;</li><li>• The report should be double spaced and appropriately referenced and pages must be numbered.</li></ul>	8

**Task 2 – Group Practical Presentation (20%)**

<b>Component</b>	<b>How do I achieve top marks?</b>	<b>Mark Allocation (20%)</b>
Warm up	<ul style="list-style-type: none"><li>• The activities and equipment chosen are appropriate for warming up the chosen population;</li><li>• The activities are engaging and followed a logical sequence;</li><li>• Activities provided a clear warm up and are not too intense.</li></ul>	2
Aerobic conditioning	<ul style="list-style-type: none"><li>• The activities and equipment chosen are appropriate for the aerobic conditioning phase for the chosen population;</li><li>• The activities are engaging and followed a logical sequence;</li><li>• Activities provided were at sufficient intensity to improve aerobic fitness for the chosen population.</li></ul>	4
Strength/muscle endurance conditioning	<ul style="list-style-type: none"><li>• The activities and equipment chosen are appropriate for the muscle strength/endurance phase for the chosen population;</li><li>• The activities are engaging and followed a logical sequence;</li><li>• Activities provided were at sufficient intensity to improve muscle strength and endurance for the chosen population.</li></ul>	4
Cool down	<ul style="list-style-type: none"><li>• The activities and equipment chosen are appropriate for the cool down phase for the chosen population;</li><li>• The activities are engaging and followed a logical sequence;</li><li>• Activities provided were at a low enough intensity to provide an appropriate cool down for the chosen population.</li></ul>	2
Professionalism	<ul style="list-style-type: none"><li>• The group have excellent communication skills, students spoke clearly and confidently;</li><li>• All students in the class are able to follow the groups instruction;</li><li>• The group are well prepared and dressed appropriately;</li><li>• The class is well run and there are no complaints or injuries;</li></ul>	4
Session Plan	<ul style="list-style-type: none"><li>• The session is planned appropriately and suitable for a one hour session for the chosen population;</li><li>• There is no risk of injury;</li><li>• The plan clearly outlines the aims of the session and the equipment required to achieve those aims;</li><li>• The plan is clear concise and easy to read with no spelling/grammatical errors;</li></ul>	4

**HESC1511 Course Schedule (Semester 2, 2013)**

<b>Week</b>	<b>Date</b>	<b>Lecture 1</b> Monday 9am-10am WW LGO3	<b>Lecture 2</b> Tuesday 10-11am Biomed D	<b>Laboratory</b> (As Timetabled) 24 Arthur Street	<b>Tutorial</b> Tuesday 12-1pm Biomed D	<b>Clinical</b> (As Timetabled)	
1	29 Jul						
2	5 Aug	Introduction: SOAP and Subjective Screening <b>BP</b>	What does an EP do "Start to Finish" <b>AK</b>	1. Screening and Risk Stratification	Subjective Screening <b>AK</b>		
3	12 Aug	Objective Assessments <b>BP</b>	Contraindications to Exercise / Conducting a Fitness Assessment <b>AK</b>	2. Objective Assessments 1	Needs Assessment and Goal Setting <b>AK</b>	L/S Clinic or 24 Arthur St	
4	19 Aug	Nutrition <b>BP</b>	Nutrition <b>AK</b>	3. Objective Assessments 2	Performing a Diet Analysis <b>AK</b>	L/S Clinic or 24 Arthur St	
5	26 Aug	Motivational Interviewing <b>BP</b>	Models of Behaviour Change and Counselling Strategies <b>CT</b>	4. Motivational Interviewing / Needs Assessment and Planning	Compiling an Exercise Management Plan <b>AK</b>	L/S Clinic or 24 Arthur St	
6	2 Sep	Exercise and Movement Analysis <b>BP</b>	Principles of Exercise Programming <b>AK</b>	5. Exercise and Movement Analysis		L/S Clinic or 24 Arthur St	
<b>Assessment Task 1, Part 1 due beginning of Week 7: Monday 9<sup>th</sup> September by 9.00am via Turn-It-In in Blackboard</b>							
7	9 Sep	Resistance training 1 <b>BP</b>	Resistance training 2 <b>AK</b>	6. Resistance Training 1		L/S Clinic or 24 Arthur St	
8	16 Sep	Resistance Training 3 <b>BP</b>	Resistance Training 4 <b>AK</b>	7. Resistance Training 2		L/S Clinic or 24 Arthur St	
9	23 Sep	Cardiovascular/Aerobic Training 1 <b>BP</b>	Cardiovascular/Aerobic Training 2 <b>AK</b>	8. Resistance Training 3		L/S Clinic or 24 Arthur St	
MSB	30 Sep	Mid Semester Break					
10	7 Oct	<b>Labour Day Holiday</b>	Cardiovascular/Aerobic Training 3 <b>AK</b>	<b>No Lab Scheduled due to Public Holiday</b>		L/S Clinic or 24 Arthur St	
11	14 Oct	Cardiovascular/Aerobic Training 4 <b>BP</b>	Assignment Feedback Lecture <b>AK</b>	9. Aerobic Exercise Prescription and Monitoring			
<b>Assessment Task 1, Part 2 due beginning of Week 12: Monday 21<sup>st</sup> October by 9.00am via Turn-It-In in Blackboard</b>							
12	21 Oct	Considerations for Individual versus Group Exercise Prescription <b>BP</b>	Flexibility Training <b>AK</b>	Group Exercise Assessment			
13	28 Oct	Exercise Adherence and Addiction <b>BP</b>	Occupational Health and Safety issues <b>BF</b>	Group Exercise Assessment			

BP = Belinda Parmenter; AK = Andrew Keech; CT = Chris Tzarimus; BF = Blathnaid Farrell

## Resources for Students / Recommended Text

Griffin, J.C. (2006). *Client Centered Exercise Prescription, 2<sup>nd</sup> Ed.* Human Kinetics, Champaign, Ill.

### Suggested References

Abernethy, B., Hanrahan, S.J., Kippers, V., Mackinnon, L., T., & Pandy, M. G. (2005). *The Biophysical Foundations of Human Movement, 2<sup>nd</sup> Ed.*, Palgrave Macmillan, South Yarra.

Batman, P. & Van Capelle, M. (1994) *Exercise Analysis Made Simple: A step by step approach*, 4<sup>th</sup> ed., Fit 4 U Publications, Sydney.

Dwyer, G.B. & Davis, S.E. (2005). *ACSM's Health-Related Physical Fitness Assessment Manual*, Lippincott, Williams & Wilkins, Phil.

Egger, G. & Champion, N. (1993) *Fitness Leader's Handbook, 3<sup>rd</sup> Ed.*, Kangaroo Press, Sydney

Gore, C.J. & Edwards, D.A. (1992). *Australian Fitness Norms: A Manual for Fitness Assessors*, Health Development Foundation, Adelaide.

Kennedy, C.A. & Yoke, M.M. (2005). *Methods of Group Exercise Instruction*, Human Kinetics, Campaign, Ill.

McArdle, W. D., Katch, F. I., & Katch, V. L. (2006). *Exercise Physiology: Energy, Nutrition, and Human Performance, 6<sup>th</sup> Ed.*, Lippincott, Williams and Wilkins, Phil.

NHMRC (2006). *Nutrient Reference Values for Australia and New Zealand Including Recommended Dietary Intakes*. <http://www.nhmrc.gov.au> (follow the links to publications)

Norton, K. & Olds T. (eds.) (1996). *Anthropometrica: A textbook of body measurement for sports and health courses*. UNSW Press, Syd.

Additional articles of interest will be placed on the course pages in Blackboard.

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

## 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](mailto:s.dacre@unsw.edu.au)) in Wallace Wurth MG 149.

Dr. Fiona Naumann is the Program Authority for Exercise Physiology and can be contacted by phone (P: 9385 3375) or email [f.naumann@unsw.edu.au](mailto:f.naumann@unsw.edu.au).

Ms Carmen Robinson is the School Student Advisor (P: 9385 2464) is able to provide additional information on any courses offered by the School.

Email: [carmen.robinson@unsw.edu.au](mailto:carmen.robinson@unsw.edu.au)

Ms Sue Cheng is the Program Officer for Exercise Physiology (P: 9385 2960).

Email: [sue.cheng@unsw.edu.au](mailto:sue.cheng@unsw.edu.au)

### Official Communication via E-mail

All students in the course HESC1511 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, P: 9385 1333 or email [servicedesk@unsw.edu.au](mailto: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.

### Computing Facilities

Computing facilities will be available to students in Rooms G2, G4, 108 and 109 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.

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 in Blackboard

HESC1511 will be using the learning management system, Blackboard, to provide teaching material for this course. To access course materials, go to <https://lms-blackboard.telt.unsw.edu.au> and log onto Blackboard using your Z-pass and password. After logging on to Blackboard, look for the course HESC1511. 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.

### Referencing Style

Please acknowledge all contributions and work of "others" in your assignments using the APA referencing style. Information on referencing can be found at this link: [http://www.lc.unsw.edu.au/onlib/ref\\_apa.html](http://www.lc.unsw.edu.au/onlib/ref_apa.html)

### Handwriting

Students whose writing is difficult to understand will disadvantage themselves in their written assessments. Make every effort to write clearly and legibly. Report writing is formal in tone and therefore you should avoid the use of colloquialisms and abbreviations. Word processed documents are preferable where possible.

### 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**) P: **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.

### Students Rights and Responsibilities

Refer to UNSW Student Gateway at [www.student.unsw.edu.au](http://www.student.unsw.edu.au)

### 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 will be informed at the start of every practical of any potentially hazardous material or activities and control measures to minimise the risk. Students must follow all control measures outlined by the demonstrator. Students must wear all required personal protective equipment required in the practical and make sure the area and all equipment is left clean and functional. Those who do not 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 inform the demonstrator in charge of the class immediately who will arrange for first aid treatment and/or recommend further action and ensure the incident is reported formally.

### Examination Procedures and 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](http://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](http://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 co-convenor **Ms Nancy Van Doorn at 32 Botany 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.

### **Academic Honesty and 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 Student Ethics Officer being notified.

### Academic Honesty and 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](http://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](http://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 Belinda Parmenter P:9385 8313). If the grievance cannot be resolved in this way, you should contact the School of Medical Sciences Grievance Officer, Dr P. Pandey (P: 9385 2483, [P.Pandey@unsw.edu.au](mailto:P.Pandey@unsw.edu.au)).

### 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 [Health and Safety 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 injury or incident then this can be done by logging in to MyUNSW and clicking on the H<sub>2</sub>O link; for detailed instructions refer to the [Hazard and Incident Reporting Guidelines](#).

**End of Document**