

**UNSW**



# **THE UNIVERSITY OF NEW SOUTH WALES**

**Exercise Physiology Program**

**School of Medical Sciences**

**Faculty of Medicine**

**HESC3541**

**CLINICAL EXERCISE PHYSIOLOGY**

Semester 1, 2013  
Course Outline

## Table of Contents

Staff Contact Details	1
Course Details	2
Course Description	2
Aims of the Course	2
Student Learning Outcomes	2
Graduate Attributes	2
Rationale for the inclusion of content and teaching approach	3
How the course relates to the Exercise Physiology Profession	3
How the course relates to other courses in the Exercise Physiology Program	3
Teaching strategies	3
Assessment	3
Summary of assessments	3
Assessment Task 1 – Online Quizzes	4
Assessment Task 2 – Mid Semester Exam	4
Assessment Task 3 – Clinical Skills Assessment	4
Assessment Task 4 – Report on Exercise Testing	15
Assessment Task 5 – Final Exam	16
Submission of assessment tasks	16
Academic honesty and plagiarism	16
Course schedule	17
Resources for students	18
Course evaluation and development	18
Health and Safety	19
Examination procedures and attendance requirements	19
Special consideration in the event of illness or misadventure	19

## Staff Contact Details

Convenor:	<b>Dr David Simar</b> School of Medical Sciences Office: 32 Botany street	<a href="mailto:d.simar@unsw.edu.au">d.simar@unsw.edu.au</a> Ph 9385 8142 Office Hrs: Fridays 11-12pm
Lecturers:	<b>Dr Belinda Parmenter</b> School of Medical Sciences	<a href="mailto:b.parmenter@unsw.edu.au">b.parmenter@unsw.edu.au</a>
	<b>Dr Carolyn Broderick</b> School of Medical Sciences	<a href="mailto:c.broderick@unsw.edu.au">c.broderick@unsw.edu.au</a>
	<b>Dr Fiona Naumann</b> School of Medical Sciences	<a href="mailto:f.naumann@unsw.edu.au">f.naumann@unsw.edu.au</a>
	<b>Dr Cristan Herbert</b> School of Medical Sciences	<a href="mailto:c.herbert@unsw.edu.au">c.herbert@unsw.edu.au</a>
Demonstrators:	<b>Ms Ria Arnold</b> School of Medical Sciences	<a href="mailto:r.arnold@neura.edu.au">r.arnold@neura.edu.au</a>
	<b>Mr. Andrew Keech</b> School of Medical Sciences	<a href="mailto:andrew.keech@unsw.edu.au">andrew.keech@unsw.edu.au</a>
Technical Officer:	<b>Mr Balu Daniel</b> School of Medical Sciences	<a href="mailto:d.balu@unsw.edu.au">d.balu@unsw.edu.au</a>
Program Officer:	<b>Ms Sue Cheng</b> School of Medical Sciences	<a href="mailto:sue.cheng@unsw.edu.au">sue.cheng@unsw.edu.au</a>

## Course details

**Credit Points:** 6 UOC

### Course Prerequisites / Assumed Knowledge

PHSL2501 – Human Physiology A

HESC2501 – Exercise Physiology

PHSL2502 - Human Physiology B

PATH2202 – Processes in Disease Health and Exercise Science

**or**

PATH2201 – Processes in Disease

### Course Description

This course will provide you information about the epidemiology and the pathophysiology of respiratory, immune, metabolic and cardiovascular diseases. You will gain knowledge of how to set up and implement exercise testing and programming in these special populations in order to provide symptomatic relief, as well as to manage the underlying disease. You will also learn how to manage the interaction between exercise and medications in these special populations. By the end of the semester you will be able to successfully use exercise testing and programming in individuals with these diseases to improve their health and quality of life. The teaching and learning approaches used in this course will include problem-based learning as well as more traditional evidence-based information provided during the lectures.

### Aims of the Course

1. To provide knowledge on the epidemiology and the pathophysiology of respiratory, immune, metabolic and cardiovascular disorders
2. Develop an understanding of the specificity of those populations based on their symptoms and treatments and their exercise limitations
3. Develop practical skills necessary for the assessment of the exercise capacity and the prescription of exercise in those populations
4. Develop competencies in exercise testing interpretation

### Student Learning Outcomes

This term is used to describe what it is that you should be able to do, explain or understand if you have learned effectively in the course. For each lecture, tutorial, practical and assessment item, the expected learning outcomes will be explicitly stated. The assessment in the course will be matched as closely as possible to the stated learning outcomes. That is, the assessment will test how well you have achieved the learning outcomes of the course. The general learning outcomes for the course are as follows:

#### At the end of the course you should:

1. Have an understanding of the physiological mechanisms responsible for the development of the chronic conditions addressed in this course
2. Have a strong knowledge of the exercise limitations and contraindications associated with those conditions as well as the main strategies used to prescribe exercise in these populations
3. Have acquired the clinical skills required to monitor the cardio-respiratory functions at rest, during exercise and recovery
4. Develop competencies in using the information collected during the pre screening procedure and the exercise test to individualise exercise prescription

### Graduate Attributes

- Understand the relationship between physical activity and health
- Deliver lifestyle change programs that use exercise for the primary prevention of disease and the management of chronic disease
- Apply clinical skills and knowledge relevant to cardiopulmonary, metabolic, musculoskeletal and neuromuscular rehabilitation
- Engage in independent and reflective learning for the betterment of professional clinical practice, following an evidence-based approach
- Communicate effectively with patients, colleagues and other health professionals

## Rationale for the inclusion of content and teaching approach

**How the course relates to the Exercise Physiology profession** – This course provides a strong background on the Pathophysiology, the exercise limitations and the strategies to optimize exercise testing and prescription for major chronic conditions. It also develops critical skills necessary for the safe monitoring of cardio-respiratory function at rest, during exercise and recovery.

**How the course relates to other courses in the Exercise Physiology program** – This course builds on the knowledge and skills introduced in earlier courses in the program, in particular Human Physiology A and B (PHSL2501/2502), Process in Disease (PATH2202) and Exercise Physiology (HESC2501), to further develop critical skills and knowledge to enable students to interact with patients with chronic conditions. These skills and knowledge will be applied throughout the 4<sup>th</sup> year clinical practicum. Learning about medications and the impact on exercise responses will be extended in Pharmacology for Health and Exercise Science (PHAR2211).

## Teaching strategies

**Lectures** – The lectures will provide you information on the epidemiology and the pathophysiology of respiratory, immune, metabolic and cardiovascular diseases. This information will be further used to implement exercise testing and prescription in those populations by taking into account the specificity of each populations and the interaction with the medications used.

Lecture notes will be available in PDF format on **Blackboard**:

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

Lectures are recorded and available at:

<http://telt.unsw.edu.au/lectopia%5Fdiy/>

**Tutorials** – During the tutorials, a problem based learning strategy will be used to discuss testing exercise capacity in specific populations. Those tutorials will also help you to learn how to use scientific literature to improve exercise testing and prescription in those populations and how to analyse data collected during exercise tests.

**Practicals** – During the practicals you will learn clinical skills concerning exercise testing in clinical conditions that will consist of:

- lung function assessment (spirometry)
- cardiac activity monitoring (electrocardiography)
- exploring the metabolic and respiratory adaptations (gas analysis)

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

## Assessment

<b>Summary of Assessments</b>	<b>Weight</b>	<b>Due Date</b>
<i>ASSESSMENT TASK 1 – QUIZZES</i>	<b>4%</b>	Weeks 4, 7, 10, 13
<i>ASSESSMENT TASK 2 – MID SEMESTER EXAM</i>	<b>20%</b>	Week 7
<i>ASSESSMENT TASK 3 – CLINICAL SKILLS ASSESSMENT</i>	<b>6%</b>	Weeks 9-11
<i>ASSESSMENT TASK 4 – REPORT ON EXERCISE TESTING</i>	<b>30%</b>	Week 13
<i>ASSESSMENT TASK 5 – FINAL EXAM</i>	<b>40%</b>	Examination period

### **Assessment Task 1 – ONLINE QUIZZES**

Online quizzes offered at the end of each block of lectures on the 4 main topics (respiratory disorders, immune disorders, metabolic disorders and cardiovascular disorders) to test your knowledge on the information delivered on these topics (weeks 4, 7, 10, 13). Answers will need to be submitted through Blackboard.

### **Assessment Task 2 – MID SEMESTER EXAM**

This exam will test your knowledge on the diseases pathophysiology, the effects of exercise on the pathologies or symptoms and the potential interactions with medications in respiratory or immune disorders.

### **Assessment Task 3 – CLINICAL SKILLS ASSESSMENT**

This assessment will evaluate your skills in performing critical clinical tasks during an exercise test. You will get the opportunity to perform practice runs before being assessed during labs 2 and 3. The skills you will be assessed on will be randomly assigned.



# Clinical Skills Assessment Form – HESC3541

## Pre-screening procedure / protocol design

### Descriptors of Competencies assessed

1. **Medical Interviewing Skills:** Facilitates patient's telling of story; effectively uses questions/directions to obtain accurate, adequate information needed; responds appropriately to affect, non-verbal cues. Identifies and explores the patient's issues and concerns within the scope of a focused consultation.
2. **Protocol design:** Effectively develop individualized protocol based on anthropometric data and medical history previously collected from the patient. Appropriately assess risk levels and limitations or contraindications to exercise.
3. **Description / Explanation of the procedures to the patient:** Selectively orders/describes the different steps involved in the exercise test. Communicate effectively with patient. Appropriately describe ways of communicating during the test.
4. **Monitoring of the patient:** Communicate effectively with patient during the test. Appropriately collect information to monitor patient's response to the exercise test.
5. **Overall Clinical Competence:** Demonstrates judgment, synthesis, caring, effectiveness and efficiency. Note that this is not an average of the other domains. It is a global assessment that takes into account that in different settings the competencies take on different weightings.





# Clinical Skills Assessment Form – HESC3541

## Spirometry

### Descriptors of Competencies assessed

1. **Medical Interviewing Skills:** Facilitates patient's telling of story; effectively uses questions/directions to obtain accurate, adequate information needed; responds appropriately to affect, non-verbal cues. Identifies and explores the patient's issues and concerns within the scope of respiratory disorders.
2. **Description / Explanation of the procedures to the patient:** Selectively orders/describes the different steps involved in the spirometry. Communicate effectively with patient.
3. **Positioning of the patient / Usage of the spirometer:** Provide clear and appropriate instructions on the correct positioning of the patient during the test. Adequately demonstrate the correct usage of the spirometer.
4. **Analysis of the performance:** effectively identify characteristic values. Appropriately analyse the shape of the curve. Clinically interpret the performance of the patient. Determine predictive maximal ventilation.
5. **Overall Clinical Competence:** Demonstrates judgment, synthesis, caring, effectiveness and efficiency. Note that this is not an average of the other domains. It is a global assessment that takes into account that in different settings the competencies take on different weightings.

# Clinical Skills Assessment Form – HESC3541

## Blood pressure

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor: \_\_\_\_\_

---

1. DESCRIPTION / EXPLANATION OF THE PROCEDURES TO THE PATIENT ( \_\_ Not Observed)

1	2	3		4	5	6		7	8	9
Unsatisfactory				Satisfactory				Superior		

2. CORRECT POSITIONING OF THE CUFF/SPHYGMOMANOMETER ( \_\_ Not Observed)

1	2	3		4	5	6		7	8	9
Unsatisfactory				Satisfactory				Superior		

3. ORGANIZATION/EFFICIENCY ( \_\_ Not Observed)

1	2	3		4	5	6		7	8	9
Unsatisfactory				Satisfactory				Superior		

4. INTERPRETATION OF THE RESULTS ( \_\_ Not Observed)

1	2	3		4	5	6		7	8	9
Unsatisfactory				Satisfactory				Superior		

**5. OVERALL CLINICAL COMPETENCE**

<b>1</b>	<b>2</b>	<b>3</b>	<b> </b>	<b>4</b>	<b>5</b>	<b>6</b>	<b> </b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Unsatisfactory</b>				<b>Satisfactory</b>				<b>Superior</b>		

---

COMMENTS ON STUDENT'S PERFORMANCE:

# Clinical Skills Assessment Form – HESC3541

## Blood pressure

### Descriptors of Competencies assessed

1. **Description / Explanation of the procedures to the patient:** Selectively orders/describes the different steps involved. Communicate effectively with patient.
2. **Correct positioning of the Cuff / Sphygmomanometer:** Appropriately position the apparatus and can describe critical aspects concerning the correct positioning of the patient.
3. **Organization / Efficiency:** Prioritizes; is timely, succinct. Effectively perform assessment in a timely manner during each stage.
4. **Interpretation of the results:** Appropriately assess safety of pursuing the test based on the values collected in real time. Effectively analyse the data collected during the test and can assess the normality of the response.
5. **Overall Clinical Competence:** Demonstrates judgment, synthesis, caring, effectiveness and efficiency. Note that this is not an average of the other domains. It is a global assessment that takes into account that in different settings the competencies take on different weightings.

# Clinical Skills Assessment Form – HESC3541

## Electrocardiography

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor: \_\_\_\_\_

---

1. DESCRIPTION / EXPLANATION OF THE PROCEDURES TO THE PATIENT ( \_\_ Not Observed)

1	2	3		4	5	6		7	8	9
Unsatisfactory				Satisfactory				Superior		

2. CORRECT POSITIONING OF THE ELECTRODES ( \_\_ Not Observed)

1	2	3		4	5	6		7	8	9
Unsatisfactory				Satisfactory				Superior		

3. DETERMINATION OF THE HEART VECTOR ( \_\_ Not Observed)

1	2	3		4	5	6		7	8	9
Unsatisfactory				Satisfactory				Superior		

4. MONITORING OF CARDIAC RESPONSE TO THE EXERCISE TEST ( \_\_ Not Observed)

1	2	3		4	5	6		7	8	9
Unsatisfactory				Satisfactory				Superior		

**5. OVERALL CLINICAL COMPETENCE**

<b>1</b>	<b>2</b>	<b>3</b>	<b> </b>	<b>4</b>	<b>5</b>	<b>6</b>	<b> </b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Unsatisfactory</b>				<b>Satisfactory</b>				<b>Superior</b>		

---

COMMENTS ON STUDENT'S PERFORMANCE:

# Clinical Skills Assessment Form – HESC3541

## Electrocardiography

### Descriptors of Competencies assessed

1. **Description / Explanation of the procedures to the patient:** Selectively orders/describes the different steps involved. Communicate effectively with patient.
2. **Correct positioning of the electrodes:** Effectively describe correct anatomical positioning of the electrodes and appropriately place them on the patient.
3. **Determination of the heart vector:** Use relevant data to effectively determine the heart vector. Clinically interpret its significance.
4. **Monitoring of cardiac activity during the test:** Effectively monitor cardiac activity. Can describe major cardiac abnormalities.
5. **Overall Clinical Competence:** Demonstrates judgment, synthesis, caring, effectiveness and efficiency. Note that this is not an average of the other domains. It is a global assessment that takes into account that in different settings the competencies take on different weightings.



## Clinical Skills Assessment Form – HESC3541

### Gas analysis

#### Descriptors of Competencies assessed

1. **Description / Explanation of the procedures to the patient:** Selectively orders/describes the different steps involved. Communicate effectively with patient.
2. **Assessment of resting values:** Adequately assess resting state of the patient based on respiratory values. Effectively determine the validity of the data collected.
3. **Monitoring of respiratory response during the test:** Effectively monitor respiratory response during the test. Can determine occurrence of ventilatory threshold
4. **Interpretation of the results:** Can appropriately determine that criteria for stopping the test have been reached. Effectively interpret the overall response of the patient.
5. **Overall Clinical Competence:** Demonstrates judgment, synthesis, caring, effectiveness and efficiency. Note that this is not an average of the other domains. It is a global assessment that takes into account that in different settings the competencies take on different weightings.

#### **Assessment Task 4 – REPORT ON EXERCISE TESTING**

To be able to prepare this document you will need to submit your group of two students to the course coordinator by Friday 4pm in week 4 (29/03/13). Failure to provide timely information concerning your group will result in a penalty of 25% on your mark for this assignment.

The data used to complete that document will be generated during labs 3 and 4. During those labs your performance in conducting the exercise testing will be assessed against set criteria described on page 15.

The report should be a 4 pages A4 PDF document and should be divided into 4 sections.

- Anthropometry:**
- description of the pre-testing procedures: risk assessment, regular physical activity evaluation, spirometry, ECG/BP...
  - presentation of the anthropometric measurements and tested resting values
- Aerobic capacity:**
- description of the protocol: workload increments, parameters measured (methods of determination), precautions in the population
  - analysis of the results, determination of the maximality of the test, VO<sub>2</sub>max, ventilatory threshold, double product break point. One graph per variable should be presented (VO<sub>2</sub>max, VO<sub>2</sub>VT, DBBP).
- Metabolic test:**
- description of the protocol: workload increments, parameters measured (methods of determination), precautions in the population
  - analysis of the results, determination of Cross over point and Lipoxmax (1 graph per variable) as well as total energy expenditure during the test.
- Prescription of physical activity:**
- development of a program to support lipid oxidation using the data generated during the testing
  - description of the program and of one representative session

#### **Marking Criteria for the Report on Exercise Testing**

- Anthropometry (22 marks): Anthropometry  
Medical history / Lifestyle / Classification  
Description of the pre-testing procedure and parameters measurement
- Aerobic capacity (22 marks): Description of the testing procedures  
Method for determination of the different parameters  
Analysis of the data collected and determination of specific parameters to determine physical capacity (VO<sub>2</sub>max, ventilatory threshold, double product break point)  
Inclusion of pertinent graphs to support parameters determination
- Metabolic test (22 marks): Description of the testing procedures  
Method for determination of the different parameters  
Analysis of the data collected and determination of specific parameters to determine physical capacity (Cross Over Point, Lipoxmax)  
Inclusion of pertinent graphs to support parameters determination
- Prescription (22 marks): Description of the structure of the program including: intensity, duration (sessions and program), frequency, modality  
Description of one representative session  
Individualisation of the intensity during the results from the testing  
Provision of adequate methods to monitor the intensity during the session
- Document (12 marks): Clear, concise and informative, creative, engaging and useful  
Adapted to AEP audience, individualised testing procedure  
Use of references that are fully quoted as footnotes  
APA website for guidelines for referencing: <http://www.apastyle.org/>



## **Assessment Task 5 – FINAL EXAM**

This exam will test your knowledge about the diseases pathophysiology, the effects of exercise of the pathologies or symptoms and the potential interactions with medications. It will also test your practical skills for testing patients, analysing the data obtained using the test, prescribing exercise using data from the tests and information from scientific literature.

### **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.

**Penalties for late submission of assignments** – In cases where an extension has NOT been granted, the following penalties will apply:

1. For assignments submitted after **4.00pm** on the due date, a penalty of 50% of the maximum marks available for that assignment will be incurred.
2. 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.

### **Academic honesty and plagiarism**

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft and is regarded by the university as academic misconduct. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. The University has adopted an educative approach to plagiarism and has developed a range of resources to support students. The Learning Centre can provide further information via <http://www.lc.unsw.edu.au/plagiarism/index.html> .

## Course schedule

Week	Date	Lecture 1 Tuesday 10-11am Mathews Theatre C	Lecture 2 Wednesday 4-5pm Biomedical Theatre F	Lecture 3 Friday 10-11am Mathews Theatre D	Tutorial	Laboratory
1	04/03-08/03					Pulmonary function assessment
2	11/03-15/03	Introduction – Respiratory disorders - <b>DS</b>	Asthma - <b>CH</b>	Chronic obstructive pulmonary diseases - <b>DS</b>	Exercise testing in clinical population	Introduction to exercise testing
3	18/03-22/03	Chronic obstructive pulmonary diseases - <b>DS</b>	Cystic fibrosis- <b>DS</b>	Rehabilitation in respiratory diseases - <b>DS</b>	Exercise testing in metabolic diseases	Introduction to exercise testing
4	25/03-29/03	Rehabilitation in respiratory diseases - <b>DS</b>	Immune system and exercise - <b>DS</b>	Immune system and exercise - <b>DS</b>	ECG	Introduction to exercise testing
<b>Easter Break</b>						
5	08/04-12/04	Immune system and exercise - <b>DS</b>	Immune system and exercise - <b>DS</b>	HIV: pathophysiology and rehabilitation - <b>DS</b>		Testing Aerobic capacity
6	15/04-19/04	Cancer: pathophysiology - <b>FN</b>	Cancer: complications - <b>FN</b>	Rehabilitation in cancer - <b>FN</b>		Testing Aerobic capacity
7	22/04-26/04	Rehabilitation in cancer survivors - <b>FN</b>	Insulin resistance and type 2 diabetes - <b>DS</b>	<b>Mid semester exam</b>		
8	29/04-03/05	Insulin resistance and type 2 diabetes - <b>DS</b>	Rehabilitation in paediatric Cancer - <b>CB</b>	Insulin resistance and type 2 diabetes - <b>DS</b>		Testing Aerobic capacity
9	06/05-10/05	Rehabilitation in metabolic diseases - <b>DS</b>	Rehabilitation in metabolic diseases - <b>DS</b>	T2D case study - <b>BP</b>	Data Analysis	Testing metabolic adaptations
10	13/05-17/05	Endothelial dysfunction - <b>DS</b>	Hypertension - <b>DS</b>	Hypertension case study- <b>BP</b>		Testing metabolic adaptations
11	20/05-24/05	Atherosclerosis - <b>DS</b>	Peripheral arterial diseases - <b>BP</b>	PAD case study - <b>BP</b>		Testing metabolic adaptations
12	27/05-31/05	Coronary artery diseases - <b>DS</b>	Myocardial infarction - <b>DS</b>	CAD case study- <b>BP</b>	Report preparation	
13	03/06-07/06	Chronic heart failure - <b>DS</b>	Chronic heart failure - <b>DS</b>	Revision - <b>DS</b>		

**DS:** Dr. David Simar, **CH:** Dr. Cristan Herbert, **FN:** Dr. Fiona Neuman, **CB:** Dr. Carolyn Broderick, **BP:** Dr Belinda Parmenter.

## Resources for students

### UNSW Library

The University Library provides a range of services to assist students in understanding how to identify what information is required for assignments and projects; how to find the right information to support academic activities; and how to use the right information most effectively.

<http://www.library.unsw.edu.au>

### Reference Services

For basic reference enquiries come to the Level 2 Service desk, call 9385 2650, or email [libraryinfo@unsw.edu.au](mailto:libraryinfo@unsw.edu.au). If your enquiry is more detailed you will be referred to a subject specialist who can provide a more in-depth response.

### Online Tutorials

The ELISE tutorial <http://subjectguides.library.unsw.edu.au/elise> is a beginners tutorial to help give you the basic knowledge about dealing with information appropriately.

The new Library Online Information Skills Tutorial <http://eliseplus.library.unsw.edu.au/sitemap.htm> is a task-based approach to information literacy and the skills you need to be effective. It contains modules on searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites and citing references.

The ELISE Plus tutorial <http://eliseplus.library.unsw.edu.au> will help you develop your information skills to advanced undergraduate level. The five modules will step you through the fundamental processes of research and information seeking, they cover; selecting and searching, finding and using and critically evaluating all sources of information

### Subject Guides

The Subject <http://subjectguides.library.unsw.edu.au> are designed to be your starting place for research, or for when you have a topic and not much else. These bring together the core web and print resources in one place and provide a one click portal into the online resources.

### How to use Guides

The How to use Guides <http://info.library.unsw.edu.au/skills/howto/howto.html> are excellent step-by-step guides on how to use the main library tools, the databases and catalogue. Guides have screen captures, FAQs and video footage of actual searches.

### Database Help sheets

The Database Help sheets <http://www.library.unsw.edu.au/HowDoI/databases.html> include cheat sheets for specific databases. They help you learn the tips and tricks of individual databases.

### Textbooks (Recommended)

**Textbook 1:** Brooks G.A., Fahey T.D. and Baldwin K.M. (2004). Exercise Physiology, human bioenergetics and its application. McGraw-Hill. 4<sup>th</sup> Ed.

**Textbook 2:** Hampton R.J. (2008). The ECG made easy. Churchill Livingstone Elsevier. 7<sup>th</sup> Ed.

**Textbook 3:** LeMura L.M. and von Duvillard S.P. (2004). Clinical Exercise Physiology: Application and Physiological Principles. Lippincott Williams and Wilkins. (Purchase at the bookshop, Also in special reserve)

**Textbook 4:** Ehrman J.K., Gordon P.M., Visich P.S. and Keteyian S.J. (2003). Clinical Exercise Physiology. Human Kinetics. (Purchase at the bookshop, Also in special reserve)

**Textbook 5:** American College of Sports Medicine (2006). ACSM's Guidelines for Exercise Testing and Prescription. Lippincott Williams and Wilkins. 7<sup>th</sup> Ed

### Course evaluation and development

Every year, feedback from the student is collected through the Course and Teaching Evaluation and Improvement (CATEI) organised online by UNSW. This evaluation and feedback are used to constantly improve the course content and make it more relevant to the students. Significant changes are then communicated to the following cohort of students.

This year additional material has been developed to better guide the learning experience during the labs and allow more focus on the clinical skills that needs to be developed during these classes. The inclusion of selected specialists to participate to this course by providing lectures on specific populations has been extended.

## Health and Safety

Class activities must comply with the NSW Occupational Health & Safety Act 2000 and the Occupational Health & Safety (OHS) Regulations 2001. It is expected that students will conduct themselves in an appropriate and responsible manner in order not to breach OHS regulations. Further information on relevant OHS policies and expectations is outlined at: [http://www.ohs.unsw.edu.au/ohs\\_policies/index.html](http://www.ohs.unsw.edu.au/ohs_policies/index.html)

All students must come prepared for active participation in laboratories. No open footwear is permitted. No consumption of food is permitted in class.

## Examination procedures and attendance requirements

Attendance is expected at all lectures, practicals and tutorials for this course. Attendance at all practicals, tutorials and clinicals will be recorded. Students who do not participate in these sessions for any reason other than medical or misadventure, will be marked absent and will be awarded a grade of FAIL for the entire course. If absent for medical reasons, a medical certificate must be lodged with the lecturer within 7 days of the time period of the certificate's expiry. No consideration will be given after this time. Although lectures will be available on ilecture, student participation is encouraged in both the lectures and the tutorials and these are important to attend.

## Deferred Exams

If you miss an exam for medical reasons you must supply adequate documentation (including a medical certificate). Your request for consideration will then 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. ***It is intended that supplementary exams for School of Medical Sciences courses in Semester 1, 2013 will be held in the week commencing Monday 8th July, 2013.***

## Special consideration in the event of illness or misadventure

**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, misadventure, or other circumstances beyond your control, 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. **Special considerations sought outside the 3 day time period WILL NOT be accepted except in TRULY exceptional circumstances.**

The decision to allow a student to sit for a supplementary assessment is made by the Course Authority or the Assessment Review Group. You will know if you are offered a supplementary exam if you have a WC grade for a course. You are required to contact the course convenor within 3 days because it might be necessary to arrange details of the further assessment. If a student fails to contact the course convenor within the specified time, a failure in the course may be recorded.

The form of the supplementary assessment will be determined by the Course Authority or the Assessment Review Group and may not necessarily be the same as the original assessment.

You must make yourself available for the supplementary assessment. In most cases, supplementary assessments are held outside of University sessions. Travel arrangements that have been made in anticipation of passing an examination will not be an acceptable excuse for failing to attend a supplementary assessment. If you fail to attend the supplementary assessment, a failure in the course will be recorded.

When submitting a request for special consideration you should provide all possible supporting evidence (eg medical certificates) together with your student number and enrolment details. Consideration request forms are available from Student Central in the Chancellery or can be downloaded from the web page linked below. Note that 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 on time.

Students who apply for consideration to Student Central must also contact the Course Convenor immediately. All applications for Special Consideration will be processed in accordance with UNSW policy (see: <http://my.unsw.edu.au/student/atoz/SpecialConsideration.html>). If you miss an assessment and have applied for Special Consideration, this will be taken into account when your final grade is determined. You should note that marks derived from completed assessment tasks may be used as the primary basis for determining an overall mark. Where appropriate, supplementary examination may be offered, but only when warranted by the circumstances.

## Student equity and diversity issues

Students requiring assistance are encouraged to discuss their needs with the course convenor prior to, or at the commencement of the course, or with the Equity Officer (Disability) in the Student Equity and Disabilities Unit (SEADU) (9385 4734). Further information for students with disabilities is available at <http://www.studentequity.unsw.edu.au>