

**UNSW**



# **THE UNIVERSITY OF NEW SOUTH WALES**

**School of Medical Sciences  
Faculty of Medicine**

## **GENM0804**

### **Lifestyle, Health and Disease**

Summer, 2015  
Course Outline

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## Course details

**Credit Points:** 6 UOC

### Course Prerequisites / Assumed Knowledge

There are no prerequisites for this course.

### Course Description

The focus of this course is on lifestyle factors that affect physical and mental health. The course will examine the positive effects of a healthy lifestyle on diseases such as heart disease, diabetes, cancer and depression. The content is particularly suited to students who are interested in assessing their own lifestyle and making healthy changes. In laboratory sessions each student will assess his or her own health and lifestyle and then as a course assignment develop a personalised lifestyle improvement plan. A visit to the Museum of Human Disease is included as a tutorial activity.

## Aims of the Course

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

1. describe lifestyle factors that contribute to chronic disease and, conversely, good health
2. describe the effects of regular physical activity on a variety of physical and psychological health variables
3. determine dietary factors that contribute to good health

## Student Learning Outcomes

On completion of this subject students should be able to:

1. conduct a range of health assessment and screening tests
2. design and implement a lifestyle change program for themselves
3. identify risk factors associated with poor lifestyle choices
4. demonstrate a basic knowledge of dietary assessment and a healthy food intake

## Graduate Attributes

GENM0804 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. This course will help develop students who are:

1. Capable of initiating and embracing change
2. Rigorous in their analysis, critique and reflection
3. Able to communicate effectively
4. Capable of independent, self-directed practice
5. Ethical in their practice and display a respect for diversity
6. Engaging in lifelong learning

## Rationale for the inclusion of content and teaching approach

### Teaching strategies

**Lectures** – Lectures will provide you with the concepts and theory essential for understanding how the individual's lifestyle choices impact on their health. In the lectures the aetiology of lifestyle diseases will be outlined and a description of the effects of healthy lifestyle choices on risk factors will be given. Lectures will examine the current research regarding these effects.

**Laboratories** – The purpose of the practical components of this course is to help to develop a greater understanding of how your own fitness and health related parameters are assessed and to assist you in planning a basic healthy lifestyle program for implementing change in your own life.

**Tutorial** – There is a visit to the Museum of Human Disease timetabled into the course. Here you will be given the opportunity to view specimens of human organs and observe the changes that can occur when structures become diseased.

**Readings** – There is a list of suggested readings on pages 4 and 5 of this outline. There will be questions on the final examination that directly relate to these readings. The rationale for the inclusion of this material is so that you attain a deeper understanding of the issues that relate to lifestyle and health.

**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 a central teaching strategy in this course.

### Summary of Assessments

	Weight	Due Date
ASSESSMENT TASK 1 – 3-day dietary analysis	30%	5/12/14
ASSESSMENT TASK 2 – Lifestyle change program	40%	9/1/15
ASSESSMENT TASK 3 – End of Session Examination	30%	19/12/14

### Assessment Task 1 - 3-day dietary analysis

This assessment task addresses Graduate Attributes one to six.

**Due: 5/12/14**

For this assignment you will be required to record your dietary intake for three days: two week days and one weekend day. Your record needs to be detailed and comprehensive. For example, if you had a chicken and salad sandwich for lunch your record should be as follows:

2 slices whole grain bread  
¼ small avocado  
2 slices chicken breast (no skin)  
2 slices tomato  
½ cup mixed salad leaves  
3 slices cucumber  
¼ red capsicum  
1 litre of water

After you have collected three days dietary intake, you need to analyse the data using SERVE software, which is available on computers in room 115 Wallace Wurth Building. Instructions for using this software are in the laboratory manual. Your report will include your actual intake for the three days, the computer analysis and a discussion (one page only) of the deficiencies and/or excesses in your diet and your strategies for improving your diet.

The assignment is to be handed in as a Word document via Turnitin on the TELT website (MOODLE) <http://moodle.telt.unsw.edu.au/>. Turnitin does not permit multiple downloads so you must consolidate your assignment into one Word document.

### Assessment Task 2 – Lifestyle Change Program

This assessment task addresses Graduate Attributes one to six

Due: 9/1/15

You are to independently plan a basic healthy lifestyle program designed to improve your health and well-being. It should be needs based and relevant to your own lifestyle. You need to establish short, medium and long term goals using the SMART principles. The program should be planned with the achievement of your goals as the objective. The format of the assignment should be report style and contain only the requisite information. A planning proforma will be made available on MOODLE and will be used as a guideline for the report.

The assignment is to be handed in as a Word document via Turnitin on the TELT website (MOODLE) <http://moodle.telt.unsw.edu.au>. Turnitin does not permit multiple downloads so you must consolidate your assignment into one Word document.

### Assessment Task 3 – Final Examination

This assessment task addresses Graduate Attributes two, three and six

Date: 19/12/14

The purpose of this examination is to test your understanding of the concepts covered in this course during the ENTIRE COURSE and will draw from material in lectures and laboratories. The format will be multiple choice and one short answer question. There is an extensive list of readings included in this course outline. Students who read and digest this reading material will achieve greater success in the examination as this material will be examined.

### Submission of Assessment Tasks

Written assessment tasks must be handed in via Turn-it-in which can be found on the TELT MOODLE website <http://moodle.telt.unsw.edu.au>. Penalties apply for late submissions.

**Penalties for late submission of assignments** – In cases where an extension has NOT been granted (you must apply for an extension prior to the due date and have a reasonable explanation for needing an extension), the following penalties will apply: For assignments submitted after **11:55 pm** on the due date, a penalty of 50% of the maximum marks available for that assignment will be incurred. A further 25% of the maximum possible allocated marks (i.e., a total of 75%) will be deducted from assignments which are two (2) days late. Assignments received more than two (2) 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 <https://student.unsw.edu.au/plagiarism>

### References

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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.

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

### Suggested Readings

Acevedo, E. & Ekkekakis, P (2006). Affective responses to acute exercise: toward a psychobiological dose-response model. *The Psychobiology of Physical Activity*. Champaign: Human Kinetics. [http://www.public.iastate.edu/~ekkekaki/pdfs/ekkekakis\\_acevedo\\_2006.pdf](http://www.public.iastate.edu/~ekkekaki/pdfs/ekkekakis_acevedo_2006.pdf)

Boutcher, S.H. & Dunn, S.L. (2009). Factors that may impede the weight loss response to exercise-based interventions. *Obes Rev*, 10, 671-680. <http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1111/j.1467-789X.2009.00621.x>

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Frienderreich, C.M., (2002). Physical activity and cancer prevention: from observational to intervention research. *Cancer Epidemiology, Biomarkers and Prevention*, 10, 287-301; <http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://cebp.aacrjournals.org/content/10/4/287>

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Hopkins, S.A. & Cutfield, W.S. (2011). Exercise in pregnancy: weighing up the long-term impact on the next generation. *Ex Sp Sc Rev*, 39(3), 120-127

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<http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1038/scientificamerican0502-46>

Mutrie (2001). The relationship between physical activity and clinically defined depression. In Biddle, S., Fox, K., & S.H. Boutcher (Eds.), *Physical Activity and Mental Psychological Well-being*, Routledge.

*This is available in the high use collection in the library.*

Owen, N., Healy, G., Matthews, C.E., & Dunstan, D.W. (2010). Too much sitting: the population health science of sedentary behaviour. *Exercise and Sports Science Reviews*, 38(3), 105-113.

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Page, P. (2012). Current concepts in muscle stretching for exercise and rehabilitation. *International Journal of Sports Physical Therapy*, 7(1), 109-119.

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Pescatello, L. et al. (2004). Exercise and hypertension. *Med Sci Sports Ex*, 36, 533-553.

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Shaw K, Gennat H, O'Rourke P, Del Mar C. Exercise for overweight or obesity. *Cochrane Database Syst Rev* (2006), 4:CD003817.

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Zinn, A.R. (2010). Unconventional wisdom about the obesity epidemic. *Am J Med Sc*, 340(6), 481- 491.

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## Resources for students

### MOODLE

Information about the course and a number of electronic study resources can be accessed via the UNSW MOODLE system. MOODLE is an internet-based set of Course Tools designed to enable online learning. You can access the system from the following site:

<http://moodle.telt.unsw.edu.au>. You can use MOODLE to download lecture notes, access your grades, find reference material in the course (such as this document), and communicate with the lecturer and your peers. Please see the course coordinator if you would like more information to help you to make the most of this resource.

### **Echo360**

The Echo360 system provides digital audio recordings of lectures that can be accessed via streaming media over the web or as a podcast (if permitted by the lecturer). Lecture slides may be embedded in these presentations. You access Echo360 through MOODLE <http://moodle.telt.unsw.edu.au>

### **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. Many items (books and journal articles) set as recommended reading for courses will be located in Reserve, which is on Level 2 of the Main Library <http://www.library.unsw.edu.au>

### **Course evaluation and development**

Each year feedback is sought from students about the courses offered in the School of Medical Sciences 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.

### **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 Health and Safety regulations and to ensure a safe work/study environment for everyone. Further information on relevant Health and Safety policies and expectations is outlined at: [https://www.ohs.unsw.edu.au/hs\\_procedures\\_forms/index.html](https://www.ohs.unsw.edu.au/hs_procedures_forms/index.html)

### **Examination procedures and attendance requirements**

Attendance is expected at all lectures, laboratories and tutorials for this course. Attendance at all practical sessions and tutorials 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 Echo360, 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.

### **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. **Applications made more than three working days after the relevant assessment will not be accepted except in TRULY exceptional circumstances.**

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: <https://student.unsw.edu.au/special-consideration>). 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 Equity and Diversity Unit (EADU) (9385 4734). Further information for students with disabilities is available at <http://www.studentequity.unsw.edu.au/disability-services>

**Course schedule:**

	<b>Date</b>	<b>Location 10 am – 12 noon</b>	<b>Lecture Content</b>	<b>Laboratory Wallace Wurth 115 1 - 3pm</b>
<b>Week 1</b> Lecture 1 & 2	Tuesday 25/11/14	<b>WWLG03</b> All students to attend	Introduction 1. Healthy lifestyles  2. The disease ↔ health continuum	<b>3 GROUPS OF 50.</b> Using dietary analysis software Measuring blood pressure and heart rate. <b>GROUP 1</b>
<b>Week 1</b> Lecture 3 & 4	Wednesday 26/11/14	<b>CLB2</b> All students to attend	1. Lifestyle change  2. Health markers	<b>GROUP 2</b>
<b>Week 1</b> Lecture 5 & 6	Thursday 27/11/14	<b>WWLG03</b> All students to attend	1. Your genes and how they interact with the environment  2. Nutrition	<b>GROUP 3</b>
<b>Week 2</b> Lecture 1 & 2	Tuesday 2/12/14	<b>WWLG03</b> All students to attend	1. Food skills  2. Physical activity and weight management	Measuring cardiovascular fitness <b>GROUP 1</b>
<b>Week 2</b> Lecture 3 & 4	Wednesday 3/12/14	<b>WWLG03</b> All students to attend	1. Back pain posture  2. Posture and core strength	<b>GROUP 2</b>
<b>Week 2</b> Lecture 5 & 6	Thursday 4/12/14	<b>CLB6</b> All students to attend	1. FITT principle  2. Functional exercise	<b>GROUP 3</b>
<b>Week 3</b> Lecture 1 & 2	Tuesday 9/12/14	<b>WWLG03</b> All students to attend	1. Planning physical activity  2. How to plan your lifestyle change program	Measuring strength, flexibility and body composition <b>GROUP 1</b>
<b>Week 3</b> Lecture 3 & 4	Wednesday 10/12/14	<b>WWLG03</b> All students to attend	1. The cardiorespiratory system  2. Heart disease and cholesterol	<b>GROUP 2</b>
<b>Week 3</b> Lecture 5 & 6	Thursday 11/12/14	<b>WWLG03</b> All students to attend	1. Diabetes  2. Cancer	<b>GROUP 3</b>
<b>Week 4</b> Lecture 1 & 2	Tuesday 16/12/14	<b>WWLG03</b> All students to attend	1. Depression  2. Cognition	Visit to the Museum of Human Disease <b>GROUP 1</b>
<b>Week 4</b> Lecture 3 & 4	Wednesday 17/12/14	<b>WWLG03</b> All students to attend	1. Stress Management  2. Sleep	<b>GROUP 2</b>
<b>Week 4</b> Lecture 5 & 6	Thursday 18/12/14	<b>WWLG03</b> All students to attend	1. Smoking  2. Recreational Drug Use	<b>GROUP 3</b>
	Friday 19/12/14	<b>CLB6</b> All students to attend	<b>Final Examination</b>	<b>NO LABS TODAY</b>