



**UNSW**  
AUSTRALIA

Medical Sciences  
Medicine

**DEPARTMENT OF EXERCISE PHYSIOLOGY**

# **HESC1511**

## **Exercise Programs and Behaviour**

**COURSE OUTLINE**

**SEMESTER 2, 2016**

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Please read this manual/outline in conjunction with the following pages on the [School of Medical Sciences website](#):

- [Advice for Students](#)
- [Learning Resources](#)

(or see "STUDENTS" tab at [medicalsciences.med.unsw.edu.au](http://medicalsciences.med.unsw.edu.au) )

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## HESC1511 Course Information

Exercise Programs and Behaviour (HESC1511) is a first 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.

**Credit Points:** 6 UOC

**Course Pre-requisites:**

HESC1501 Introductory Exercise Science

PSYC1001 Psychology 1A

### OBJECTIVES OF THE COURSE

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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

### COURSE CONVENOR and LECTURERS

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**Course Convenor:**

Nancy van Doorn

Rm 202 Level 2 Wallace Wurth Building West

Email: [n.vandoorn@unsw.edu.au](mailto:n.vandoorn@unsw.edu.au)

Students wishing to see the course convenor should make an appointment *via* email as our offices are not readily accessible. We will organise to meet you in a convenient location elsewhere in the building.

**Lecturers:**

Dr Andrew Keech [andrew.keech@unsw.edu.au](mailto:andrew.keech@unsw.edu.au)

Dr Maria Matuszek [m.matuszek@unsw.edu.au](mailto:m.matuszek@unsw.edu.au)

**Demonstrators:**

Jessica Bellamy

Alex Engel

Natalie Kwai

Muneeba Chaudhry

**Exercise Physiology Coordinator:**

Mr Ryan Ling [exphys.med@unsw.edu.au](mailto:exphys.med@unsw.edu.au)

**Technical Officer:**

Mr Balu Daniel [b.daniel@unsw.edu.au](mailto:b.daniel@unsw.edu.au)

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## STUDENT LEARNING OUTCOMES

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HESC1511 will develop those attributes that the Faculty of Medicine has identified as important for an Exercise Physiology Graduate to attain. These include; skills, qualities, understanding and attitudes that promote lifelong learning that students should acquire during their university experience.

### Graduate Attributes

- Develop a thorough understanding of the relationship between physical activity and health
- Attain competencies in conducting a broad range of exercise-based clinical tests and in delivering lifestyle change programs that use exercise for the primary prevention of disease and the management of chronic disease
- Attain skills and detailed clinical knowledge relevant to cardiopulmonary, metabolic, musculoskeletal and neuromuscular rehabilitation
- Develop advanced problem solving skills and a capacity for critical thinking
- Develop an ability to engage in independent and reflective learning for the betterment of professional clinical practice
- Develop a broad range of communication skills and an ability to work as a member and a leader of a team, with respect for diversity and a high standard of ethical practice

On completion of this course students should:

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;

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## COURSE STRUCTURE and TEACHING STRATEGIES

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Learning activities occur on the following days and times:

- Lectures: Wed 3-4pm (Electrical Engineering G25) and Thu 11-12pm (Matthews B)
- Tutorials: Thu 1-2pm (Wk 1-4)
- Labs: Mon 1-3pm and 3-5pm; Tue 11-1pm and 2-4pm
- Clinicals: Mon 1-3pm and 3-5pm; Tue 11-1pm and 2-4pm and Wed 4-6pm

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 hours of study and learning activities. The formal learning activities are approximately 75 hours throughout the semester and students are expected (and strongly recommended) to do at least the same number of hours of additional study.

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## RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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### ***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).

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## APPROACH TO LEARNING AND TEACHING

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

**Lectures** – This approach is used to present relatively large amounts of information at a time on specific topics throughout the course. PDF copies of the lecture notes will USUALLY (some guest lecturers may choose not to make their notes available) be available on Moodle (see below in STUDENT RESOURCES section) prior to each lecture, so you should be able to think about and develop an understanding of the lecture concepts as they are presented, rather than writing voluminous notes. However, there will be information and explanations presented in lectures in addition to those covered in the notes that you should take down if they help you to understand the material. The lecturer will also try to allow some time for interaction and activities in each lecture to provide you with an opportunity to clarify or reinforce the ideas that have been presented. You should take these opportunities to think about the information that has been presented and ask questions to enhance your understanding.

**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.

**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. You will benefit most if you do some preparation prior to attending the session.

**Clinicals** – Each student will spend a total of six hours over the semester developing their clinical skills and working towards their major assignment. Six hours (3 x 2 hour sessions) will be spent in the CSEP rooms for their 1) client initial assessment, 2) client training session 3) client post assessment. All 3 sessions are compulsory and are required to complete your assignment.

**Independent study** – There is insufficient time in the lectures, tutorials and practical for you to develop a deep understanding of the concepts covered in this course. In order for you to achieve the learning outcomes that will be assessed, you will need to revise the material presented in the course regularly. You will probably also need to do additional reading beyond the lecture materials in order to learn effectively. Relevant additional resources will be cited in each lecture.

**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 PROCEDURES

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Summary of Assessments	Weight	Due Date
1: Diet analysis	10%	Week 5 22 <sup>nd</sup> Aug
2: Exercise Programming Assignment		
Part 1:	15%	Week 9 19 <sup>th</sup> Sep
Part 2:	25%	31 <sup>st</sup> Oct
3: Group Exercise Assignment	10%	Week 11 10 <sup>th</sup> Oct
5. Reflections & Online Tasks	5%	Various times (check Moodle)
6. Final Exam	35%	Exam period

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**ASSESSMENT TASK 1 – DIET ANALYSIS**

1. Choose someone to be your client who is willing to undergo a diet analysis. This person can be a friend or family member. It does not have to be someone from the HESC1511 course.
2. Ask your client to record their diet over three days (two weekdays and one weekend day) and have them return this to you.
3. Use a nutritional analysis program (ideally FOODWORKS) to analyse the macronutrient and micronutrient content of the diet.
4. Write a thorough one - two page double spaced recommendation for improving their diet.
5. In an appendix include 2-3 relevant Figures from the analysis.

**Marking Criteria**

	High Distinction	Distinction	Credit	Pass	Fail	Mark
Dietary analysis	Comprehensive overview of the lab experiment, reporting the key methods and findings, showing original/critical thought	Good overview of the lab experiment, reporting key methods and findings, evidence of some original/critical thought	Good overview of the lab experiment, reporting some key methods and findings, attempt at original/critical thought	Adequate overview of the lab experiment, with details of purpose methods, results and conclusions	Incomplete and inaccurate overview of the lab experiment. Lacking details for all or some of the purpose methods, results and conclusions	3
Diet recommendations	Commented appropriately on the intake (what was adequate/inadequate) Correctly identified problem areas in the diet Made correct suggestions on how to improve diet quality Provided practical suggestions for improving diet (4)	Mostly appropriate comments on the diet Mostly identified problem areas in the diet Suggestions on how to improve diet quality were mostly correct Practical suggestions for improving diet were mostly correct (3).	Some appropriate comments on the dietary intake. Broad advice given. (2)	Comments on the diet incorrect. Inappropriate or no suggestions for improvement given. Lacking practical advice. (1)	No recommendations given	4
Figures	2-3 appropriate figures included. Correctly labelled (1.5)	Figures included but incorrectly labelled (1.0)	Irrelevant Figures included (0.5)		Figures not included (0)	1.5
Formatting & Style	Adhered to prescribed format. Grammar and spelling was excellent.  Language was appropriate for client to understand  Writing style was easy to read and flowed logically. (1)		Slightly outside of formatting guidelines.  Language was mostly appropriate for client to understand  Mostly well written (0.5)		Did not adhere to prescribed format, numerous spelling or grammatical errors.  Language was inappropriate for client to understand  Poorly written and difficult to read (0)	1.0
Food Diary	Included copy of food record in appropriate level of detail (0.5)				Food record was not included or poor level of detail provided (0)	0.5

**ASSESSMENT TASK 2 – EXERCISE PROGRAMMING ASSIGNMENT****Part 1 (15%) Due Date: 9am Monday 14<sup>th</sup> September (Week 8) via Turn-It-In on Moodle**

In preparation for your assignment, choose a partner from your clinical group. This person will be your client for this entire assignment. You will need to use your Clinical sessions to perform the screening, interview, training, fitness assessments and evaluation to gather the data for your written report.

In Part 1 of your written report you need to include:

1. Copy of client's completed:
  - i. ESSA Pre exercise screening questionnaire (Stage 1)
  - ii. Pre-Screening questionnaire which you designed yourself
2. Summary of findings of your initial interview with your client
3. Your client's SMART short term goals (x3) and long term goal (x1)
4. Summary of results of the Objective fitness test (performed in Clinical 1)
5. Copy of your intended training session you designed for your client to undertake in Clinical2

**Marking Criteria**

<b>Component</b>	<b>How do I achieve top marks?</b>	<b>Mark Allocation (15%)</b>
Pre Screening Questionnaire	A self-designed pre-screening questionnaire that covers all components of screening (A-J) as outlined in the lecture, lab and tutorial. Logically and neatly presented	4.5
ESSA Questionnaire	Correctly completed Stage 1 of questionnaire	0.5
Summary of interview	Separate to questionnaires, a comprehensive summary of the interview that took place in Clinical 1 is provided. Client's attitude towards exercise is established, exercise likes/dislikes, general schedule, work-life balance and ability to commit to a program is covered.	1.5
Short Term Goals	There are 3 distinct goals listed that meet the 'SMART' format related to the current exercise program	1.5
Long Term Goal	There is 1 long term (>6 months) goal listed that meets the 'SMART' format	0.5
Objective fitness Tests	Results from Clinical 1 are neatly presented and cover: Anthropometry Resting heart rate and blood pressure Aerobic Fitness Muscular Strength or Endurance (Upper and Lower Body) Flexibility If an area is not covered, an adequate justification must be provided.	4
Compared to norms	All fitness test results are correctly compared to credible normative data.	0.5
Training session Card	A neatly designed training card is provided with the intended training program outlined.	2

**Part 2 (25%) Due Date: 9am Monday 31<sup>st</sup> October via Turn-It-In on Moodle****Your final report should include:**

1. Title Page and Contents
2. \*Screening Forms & Interview Summary
3. Summary of Needs Assessment & \*Goals
4. 6 week Exercise Program
5. Completed exercise session program card from experience in Clinical 2
6. 1-2 page justification of exercise program including references/appropriate guidelines
7. Summary of aerobic and resistance progression plan
8. Full report of pre\*/post fitness measures (including anthropometry)
9. Client's evaluation of exercise program (max 1 page)
10. Simulated report on client outcome/progress to GP/Other Health Professional
11. 1-2 page critical evaluation of your exercise program (what went well? What might you change for next time?)

\*You would have originally submitted these segments in Part 1, you may alter your reports of these segments based on your assignment feedback when you submit them again in Part 2 if you desire, but they will not contribute to the marks of Part 2.

**Marking Criteria**

<b>Component</b>	<b>How do I achieve top marks?</b>	<b>Mark Allocation (25%)</b>
Pre-screening and Interview summary*	Included (note this will not be graded again), it is for completeness of the program.	-
3 short term and 1 long term goal* Needs assessment	Goals are to be included but will not be graded again in addition to Part 1 of the assignment  Neatly summarised account of the client's <u>needs</u> according to the information obtained from the subjective screening & interview, and the initial fitness tests. Needs could include physical attributes and lifestyle factors.	-  3
6 week exercise program	Exercise program caters to the needs of the client  Exercise prescription is based on ACSM guidelines or other credible source  Illustrations and/or detailed explanation of the exercises/activities prescribed.  Program appears achievable for client considering their individual circumstances  Program may include current activities/exercise the client is already performing. Highlight what you have added or changed. Comment on how the client is meeting physical activity guidelines (Australian or ACSM)  Program generally covers the components of fitness, and if a major fitness component is lacking, it is justified why.  Summarise why you prescribed the exercises you did & intensities/frequencies etc (use your needs assessment & ACSM guidelines to support your choices)	8

Component	How do I achieve top marks?	Mark Allocation (25%)
*Single exercise session card included from Clinical 2	Included (note this will not be graded again), it is for completeness of the program.	-
Progression Plan	<p>Clear explanation of plan for progression (including details of intensity/frequency or exercise volume)</p> <p>Based on current evidence statements &amp; guidelines from ACSM</p>	2
Pre/Post Fitness Test results	<p>Neatly presented results of pre/post measures with comparisons to norms</p> <p>Changes/improvements highlighted</p> <p>Measures should be repeated as per the initial session, and if not, justified why (e.g. Client injured/absent, lack of time/equipment)</p>	2
Client's evaluation of fitness plan	<p>This may be a written summary of what you spoke about with your client, or you may design your own written questionnaire. Cover the following points:</p> <ul style="list-style-type: none"> <li>Adherence to program</li> <li>Achievement of results/goals</li> <li>Activities/Exercises liked and disliked</li> <li>Any major barriers or problems?</li> </ul> <p>Recommended length ½ - 1 page</p>	2
Letter to GP/Health Professional on client outcomes & progress	<p>Professionally written letter (~1 page) describing client's progress</p> <p>Includes detail on:</p> <ul style="list-style-type: none"> <li>Anthropometry</li> <li>Fitness tests</li> <li>Program adherence</li> <li>Plan/timeframe for follow-up</li> </ul> <p>Summarises major achievements or concerns about client</p>	2
Critical evaluation of the exercise program (self - evaluation)	<p>A self-report evaluation on how you felt the program went. Did it achieve what you hoped it would? What were the positives and successful aspects? What was challenging? Would you make any changes if you could do it again? How did you find communication with client?</p> <p>Include any problems you faced (eg. lack of equipment, boredom, injury) and how you overcame them.</p>	4
Overall Presentation	<p>The report should be well written, concise and easy to read</p> <p>There should be no spelling, grammatical or typographical errors</p> <p>Paragraph text should be 1.5 spaced and appropriately referenced</p>	2

### ASSESSMENT TASK 3 – GROUP EXERCISE ASSIGNMENT

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 11 or 12 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.

#### Marking Criteria

Component	How do I achieve top marks?	Mark Allocation (10%)
<b>Teamwork Workshop on Moodle</b>		
Self-Evaluation	<p>Make a submission to the online workshop of your self-evaluation of your ability to work in a team using the provided evaluation rubric</p> <p>Please write a short piece (200 words) on a recent task where you participated as a member of a team. Discuss the role/s you played and contribution you made to the team/task.”</p>	0.5
Group members evaluation	<p>After your performance, submit (using the online workshop) your self-evaluation of your ability to work in this team, and also provide an evaluation for each other member of your team.</p> <p>The evaluation rubrics will be provided</p> <p>Please write a short piece (200 words) on your experience and contributions to the team in the Group Exercise Assignment.</p>	1.5
<b>Written Planning Document (all groups to submit in Week 11 prior to practical)</b>		
Population	<p>Describe your chosen population and scenario for undertaking group exercise:</p> <p>Population – age, common features, max group size</p> <p>Scenario – e.g. gym class; sports field; school; nursing home</p>	

Component	How do I achieve top marks?	Mark Allocation (10%)
<p>Exercise Program (45min session)</p>	<p>Program includes:</p> <p>Title</p> <p>Equipment List</p> <p>Safety precautions</p> <p>Warm Up</p> <p>Conditioning Phase(s)</p> <p>Aerobic/Resistance/Skill/Core/Flexibility (can be either/or; combination)</p> <p>Cool down</p> <p>Program is clearly designed, with intensities and durations outlined (ideally evidence based from ACSM or other research) and detailed descriptions &amp; illustrations of exercises are included.</p> <p>Program is realistic and suitable for 45min session for chosen population and does not contain contraindicative exercises.</p>	5
Format	<p>Neatly and appropriately formatted with no spelling errors</p> <p>Includes clear descriptions and pictures of exercises/activities</p>	1
<b>Practical Performance</b>		
Practical	<p>Excellent communication skills. Student speaks clearly and confidently. Is upbeat and motivated group. All participants were able to follow the instructions. Student is able to cater for the group and assist in technique correction for those who need it. The student is well prepared and dressed appropriately. The session is well run with no complaints or injuries.</p>	2

## ASSESSMENT TASK 4 – REFLECTIONS (ePORTFOLIO) & ONLINE TASKS

**Reflections** - The ePortfolio is part of your course assessment and encourages you to reflect on different aspects of your learning journey in this course within Moodle. Throughout the semester you will be asked to make 3 entries into the OUblog by answering a prompt question. Your response should be approximately 200 to 250 words for Reflections 1 and 3, but can be up to 500 words for Reflection 2. The entries are spaced throughout the semester and link to different aspects of the course. This will include:

- 1. Reflection 1 (1%). How will this course help you in your future career or studies?** (Due Week 2)
- 2. Reflection 2 (1%). Reflect critically on the development of your professional skills and conduct during your three Clinical sessions.** (Due Week 13)
- 3. Reflection 3 (1%). How will you take what you have learned in this course beyond this year?** (Due Week 13)

You are required to post the reflection entries to OU Blog and submit the same blog to Turnitin for originality checks and marking. Instructions on how to submit blog entries to OU Blog and Turnitin are available within the Moodle site.

Assessment of the reflections will be based on the following criteria: engagement with ePortfolio, reflective practice, building an awareness of skills, including subject/course related skills, professional development and related skills, transferrable skills, development of career awareness and skills for future employability or post-graduate programs, work experience, personal values, strengths and weaknesses.

**Online Tasks** – the online task which links to Tutorial 2 (Pre Exercise Screening) is worth 2% and must be completed before the tutorial on Thu 6<sup>th</sup> Aug. Access is via Moodle. Marks are given for completing the task, not specifically your performance in the task.

## ASSESSMENT TASK 5 – FINAL EXAM (35%)

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

### Penalties for Late Submission of Assignments

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In cases where an extension has NOT been granted, the following penalties will apply: For assignments submitted after **9:00am** 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.

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## TEXTBOOKS AND OTHER RESOURCES

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### Suggested Reference Books

Griffin, JC (2015) *Client Centered Exercise Prescription, 3rd Ed.* Human Kinetics, Champaign, Ill.

### Suggested Reference Journals

Abernethy, B. Hanrahan, SJ. Kippers, V. Mackinnon, LT. & Pandy, MG. (2013) *The Biophysical Foundations of Human Movement, 3rd ed.*, Palgrave Macmillan, South Yarra.

Dwyer, GB. & Davis, SE. (2013) *ACSM's Health-Related Physical Fitness Assessment Manual*, 4th ed. Lippincott, Williams & Wilkins, Phil.

Kennedy-Armbruster, CA. & Yoke, MM. (2014). *Methods of Group Exercise Instruction*, 3rd ed. Human Kinetics, Campaign, Ill.

McArdle, WD. Katch, FI. & Katch, VL. (2014) *Exercise Physiology: Energy, Nutrition, and Human Performance, 8th ed.*, Lippincott, Williams and Wilkins, Phil.

Norton, K. & Olds T. (eds.) (2007) *Anthropometrica: A textbook of body measurement for sports and health education*. UNSW Press, Sydney.

## COURSE EVALUATION AND DEVELOPMENT

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

Based on the feedback received in 2014 & 2015, the assessment tasks have been revised to make the experience more practical for students and align well with lecture and lab content.

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## GENERAL INFORMATION

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The Department of Exercise Physiology is part of the School of Medical Sciences and is within the Faculty of Medicine. It is located in the Wallace Wurth building.

**Associate Professor Jeanette Thom** is Head of Department. Appointments to meet with her may be made via email ([j.thom@unsw.edu.au](mailto:j.thom@unsw.edu.au)).

**Dr Rachel Ward** is the Exercise Physiology Program Authority. Appointments to meet with her may be made via email ([rachel.ward@unsw.edu.au](mailto:rachel.ward@unsw.edu.au)).

**There is an Honours program conducted by the School.** The Honours program is coordinated by Dr Thomas Fath ([t.fath@unsw.edu.au](mailto:t.fath@unsw.edu.au)) Ph:9385 8495. Any students considering an Honours year should discuss the requirements with the coordinator. Honours Administrator: Vicky Sawatt ([v.sawatt@unsw.edu.au](mailto:v.sawatt@unsw.edu.au)) Ph:9385 8195.

### **Postgraduate degrees**

The Department of Exercise Physiology offers students the opportunity to enter into the following graduate programs:

- **Research Masters:** For more information contact the post-graduate coordinator Dr Pascale Carrive ([p.carrive@unsw.edu.au](mailto:p.carrive@unsw.edu.au))
- **Doctorate (Ph.D):** For more information contact the post-graduate coordinator Dr Pascale Carrive ([p.carrive@unsw.edu.au](mailto:p.carrive@unsw.edu.au))

### **Enrolment and administrative help**

Mr Ryan Ling is available to help with problems with enrolment and scheduling, and should be the first point of contact for administrative problems. He can be found in the Medical Education and Student Office (MESO) Ground floor of the Wallace Wurth Building. Ph:9385 2960. Email: [exphys.med@unsw.edu.au](mailto:exphys.med@unsw.edu.au)

### **Health and Safety**

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Class activities must comply with the NSW *Work Health and Safety Act 2011*, the *Work Health and Safety Regulation 2011*, and other relevant legislation and industry standards. It is expected that students will conduct themselves in an appropriate and responsible manner in order not to breach HS regulations and ensure a safe work/study environment for themselves and others. Further information on relevant HS policies and expectations is outlined at: [www.safety.unsw.edu.au](http://www.safety.unsw.edu.au)

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## COURSE TIMETABLE

<b>Week</b>	<b>Date</b>	<b>Lecture 1</b> Wed 3-4pm Location: Electrical Engineering G25	<b>Lecture 2</b> Thu 11-12 Location: Matthews B	<b>Laboratory</b> Mon 1-3; Mon 3-5 Tue 11-1; Tue 2-4 Location: CSEP	<b>Tutorial</b> Thu 1-2 (Wk 1-4) Location: Mat230, Mat231, Mat232, Mat307	<b>Clinical</b> (As Timetabled) CSEP
1	25 Jul – 31 Jul	What does an EP do? “Start to Finish” <b>NVD</b>	Introduction: SOAP and Subjective Screening <b>NVD</b>	<b>No Lab this week</b>	Performing a Diet Analysis <b>Matthews Tutorial Rms</b>	
2	1 Aug – 7 Aug	Objective Assessments <b>NVD</b>	Principles of Exercise Programming <b>NVD</b>	1. A) Screening and Risk Stratification B) Foodworks <b>Computer Rooms WWG08-G17</b>	Subjective Screening <b>Matthews Tutorial Rms</b>	
3	8 Aug- 14 Aug	Nutrition <b>MM</b>	Nutrition <b>MM</b>	2. Objective Assessments 1 <b>Meet in CSEP</b>	Needs Assessment and Goal Setting <b>Matthews Tutorial Rms</b>	
4	15 Aug- 21 Aug	Models of Behaviour Change and Counselling Strategies <b>NVD</b>	Motivational Interviewing <b>NVD</b>	3. Objective Assessments 2 <b>CSEP</b>	Compiling an Exercise Management Plan <b>Matthews Tutorial Rms</b>	
<b>Diet Analysis (10%) Due 9am Monday 22<sup>nd</sup> Aug via TurnItIn</b>						
5	22 Aug- 28 Aug	Contraindications to Exercise / Conducting a Fitness Assessment <b>NVD</b>	Exercise and Movement Analysis <b>NVD</b>	4 Motivational Interviewing, Needs Assessment and Planning. <b>CSEP</b>		Stream 1: Clinical1: Interview & initial assessment
6	29 Aug- 4 Sep	Resistance training 1 <b>AK</b>	Resistance training 2 <b>AK</b>	5. Resistance Training 1 <b>CSEP</b>		Stream 2: Clinical1: Interview & initial assessment
7	5 Sep – 11 Sep	Resistance Training 3 <b>AK</b>	Resistance Training 4 <b>AK</b>	6. Resistance Training 2 <b>CSEP</b>		Stream 1: Clinical2: Training Session
8	12 Sep- 18 Sep	Cardiovascular/Aerobic Training 1 <b>AK</b>	Cardiovascular/Aerobic Training 2 <b>AK</b>	7. Core Training <b>CSEP</b>		Stream 2: Clinical2: Training Session
<b>Exercise Programming Assignment Pt1 (15%) Due 9am Monday 19<sup>th</sup> Sep via TurnItIn</b>						

<b>Week</b>	<b>Date</b>	<b>Lecture 1</b> Wed 3-4pm Location: Electrical Engineering G25	<b>Lecture 2</b> Thu 11-12 Location: Matthews B	<b>Laboratory</b> Mon 1-3; Mon 3-5 Tue 11-1; Tue 2-4 Location: CSEP	<b>Tutorial</b> Thu 1-2 (Wk 1-4) Location: Mat230, Mat231, Mat232, Mat307	<b>Clinical</b> (As Timetabled) CSEP
9	19 Sep- 25 Sep	Cardiovascular/Aerobic Training 3 <b>AK</b>	Cardiovascular/Aerobic Training 4 <b>AK</b>	8. Aerobic Exercise Prescription and Monitoring <b>CSEP</b>		
<b>MSB</b>	<b>Mid Semester Break 26<sup>th</sup> September to 2nd October</b>					
10	3 Oct- 9 Oct	Flexibility Training <b>AK</b>	Considerations for Individual versus Group Exercise Prescription <b>NVD</b>	<b>No Lab this week</b>		
<b>Written Task for Group Exercise Assignment Due 9am Monday 10<sup>th</sup> Oct via TurnItIn (Practical Tasks performed during Labs 9 &amp; 10) (10%)</b>						
11	10 Oct- 16 Oct	Occupational Health and Safety issues <b>NVD</b>	Exercise Prescription for Special Populations <b>NVD</b>	9. Group Exercise Practical <b>CSEP</b>		Stream 1: Clinical3: Post Assessment & Evaluation
12	17 Oct- 23 Oct	Exercise Adherence and Addiction <b>NVD</b>	Review <b>NVD</b>	10. Group Exercise Practical <b>CSEP</b>		Stream 2: Clinical3: Post Assessment & Evaluation
13	24 Oct- 30 Oct	No lecture	No Lecture	11. Drop In Session <b>CSEP</b>		
<b>Exercise Programming Assignment Pt2: (25%) Due 9am Monday 31st October via TurnItIn</b>						