



**UNSW**  
AUSTRALIA

Medical Sciences  
Medicine

**Department of Exercise Physiology**

**HESC3504**

**Physical Activity and Health**

Semester 1, 2016  
Course Outline

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Please read this course 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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## Course details

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**Credit Points:** 6 UOC

### Course Prerequisites / Assumed Knowledge

HESC2501 Exercise Physiology  
HESC1511 Exercise Programs & Behavior  
PSYC1011 Psychology 1B

### Course Description

The focus of this course is on the effects of exercise on apparently healthy populations across the lifespan. Psychological aspects of exercise, including the application of behaviour change/self-management strategies, comprise a significant component of this course. The literature addressing the impact of physical activity on risk reduction and the prevention of disease will be discussed in detail through examining the mechanisms by which exercise alters metabolic, vascular, immune, muscular and cognitive function, both chronically and acutely. Health-based screening and intervention techniques (including basic nutrition assessments) will be applied with students undertaking a supervised lifestyle change project.

### Aims of the Course

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

1. Discuss key models explaining why people do (or do not) exercise;
2. Describe the effects of regular physical activity on a variety of physical and psychological health variables;
3. Demonstrate an understanding of the need for primary prevention in the health care model.

## 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 supervised lifestyle change program for a healthy adult;
3. Identify risk factors associated with sedentary lifestyles and metabolic dysfunction;
4. Demonstrate a basic knowledge of dietary assessment and a healthy food intake.

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

## Graduate Attributes

1. Understand the relationship between physical activity and health
2. Deliver lifestyle change programs that use exercise for the primary prevention of disease and the management of chronic disease
3. Communicate effectively with patients, colleagues and other health professionals
4. 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 examines the positive changes induced by regular exercise and how to develop appropriate lifestyle change programs for apparently healthy adults. It is important to realize that lifestyle change is not just about physical activity but encompasses a holistic approach to healthy behaviours: reduced sedentary behaviours, good nutrition, sleep patterns, stress management and alcohol and tobacco use. As well, students study the psychology of exercise and the interactions between physical activity and psychological health.

**How the course relates to other courses in the Exercise Physiology program** – The course builds on the information gained in Introductory Exercise Science (HESC1501), Exercise Programs and Behaviour (HESC1511), Exercise Physiology (HESC2501) and Psychology (PSYC1001 and PSYC 1011). Concepts gained in courses such as anatomy, human physiology, and biomechanics, contribute to learning in this course.

## Teaching strategies

**Lectures** – Lectures will provide you with the concepts and theory essential for understanding how regular physical activity impacts on health. In the lectures the aetiology of lifestyle diseases will be outlined and a description of the effects of exercise on risk factors will be given. Lectures will examine the current research regarding exercise and nutritional interventions.

**Practicals** – To assist in the development of practical skills in assessing health and fitness and implementing lifestyle change, practicals will be held. These classes allow students to engage in a more interactive form of learning than is possible in the lectures. The skills you will learn in practical classes and in your involvement in planning and implementing a lifestyle change program are relevant to your development as professional exercise physiologists.

After the first 3 practicals you will use the remaining timetabled sessions to complete your Lifestyle Change Assignment and Program on your clients. In these sessions, under the supervision of an AEP, students will conduct a lifestyle assessment with their client. This will involve choosing and interviewing the client, then administering health and fitness assessments appropriate to the client's needs. See the assessment task section following for more detail.

## Assessments

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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.

*ePortfolios* – The ePortfolios are a part of your course assessment and are designed to assist your learning. You will be required to complete an ePortfolio blog throughout different stages of the Lifestyle Change Project during the Semester. This blog will be submitted with certain phases of the project. A detailed question is provided to you with each phase. Word limits are provided.

Summary of Assessments	Weight	Due Date
Assessment Task 1 - Lifestyle Change Project	40%	5 Phases Staged
Assessment Task 2 - Behaviour Change Assignment	20%	Week 11
Assessment Task 3 - Metabolic Syndrome Case Study	5%	Week 13
Assessment Task 4 - End of Session Examination	35%	Exam period

### Assessment Task 1: Lifestyle Change Project (40%)

You will plan and implement a **Lifestyle Change Project** based on the individual needs of your client who is an apparently healthy adult. The whole project is to include pre-screening; psychological and physical health and lifestyle, nutritional and fitness assessments; an exercise program and an educational component including strategies and goal setting for lifestyle change. The exercise program and assessment should focus on reducing cardiovascular risk. This project will give you 40 hours toward ESSA Exercise Physiology Accreditation and help develop graduate attributes 1 to 4. You should aim to have found and confirmed your client prior to mid semester break. Your report should be structured, detailed, and appropriately referenced (APA). Please refer to the link below for advice on the APA referencing style.

<https://student.unsw.edu.au/referencing>

This assessment item will be marked in four phases to allow for feedback and fine tuning. **When handing in each phase you must include the previously assessed material** to ensure that the material is unified and consistent across the phases. Report writing is formal in tone and therefore you should avoid the use of colloquialisms and abbreviations. Your client interactions will be supervised by qualified AEPs during your timetabled practical times only. Your AEP/s will provide support and feedback. In the post exercise program client assessment you will be assessed on your clinical skills.

**Written assessment tasks must be handed in via Turn-it-in, the link can be found on the HESC3504 Moodle Course Page. Penalties will apply for late submissions: see page 11 of this outline.**

More detailed information and marking criteria can be found on the following pages.

This will include your pre-screening, informed consent, other subjective and objective personal assessment items you choose to determine the health status and lifestyle change objectives of your client. You should also include your clients' needs assessment and goal setting in Phase 1. Once this assessment has been submitted, you need to commence finalising your clients exercise program immediately.

### Marking Criteria Phase A – The Planning and Assessment

Assignment component	How do I achieve top marks?	Allocated Marks
<b>Screening and Exercise Assessments</b>	<ol style="list-style-type: none"> <li>1. Choose and administer appropriate subjective and objective screening tests for your client.</li> <li>2. Present the pre-exercise program objective tests in tabular form and compare with normative data where appropriate.</li> </ol>	/10
<b>Goal Setting and Needs Assessment</b>	<ol style="list-style-type: none"> <li>1. In conjunction with your client, set appropriate short and long term SMART goals based on their needs and desire for lifestyle change.</li> <li>2. Assess their personal goals and needs obtained from subjective and objective tests and formulate a list of your client's needs. This makes up the needs assessment. Ensure that part of your assessment examines possible barriers to exercise.</li> </ol>	/10
<b>Dietary analysis</b>  <b>Diet recommendations</b>	<ol style="list-style-type: none"> <li>1. Ask your client to complete a 3-day food diary.</li> <li>2. Use SERVE or FOODWORKs to analyse the diet for the 3 days.</li> <li>3. Compare food intake with the RDIs for macro- and micronutrients.</li> <li>4. Comment appropriately (e.g. Are they getting five serves of vegetables per day?)</li> <li>5. Comment on whether the client is eating too much processed food and make recommendations on how they can improve the quality of their food intake.</li> <li>6. Discuss whether or not the diet matches the recommendations for nutrient composition, fibre intake and other important nutrients, as well as where deficiencies or excesses exist.</li> <li>7. Maximum two pages and include references.</li> </ol>	/10
<b>Presentation</b>	<ol style="list-style-type: none"> <li>1. The report should be well written, concise and easy to read.</li> <li>2. There should be no spelling, grammatical or typographical errors.</li> <li>3. Graphics and/or tables should support the information in the text.</li> <li>4. The report should be double spaced and appropriately referenced.</li> <li>5. Pages must be numbered.</li> <li>6. The report should represent an actual client file.</li> </ol>	/10

**Phase A is due Monday 18<sup>th</sup> April at 9.00am via Turn-it-in on Moodle**

This is a detailed description of the activities and strategies planned for the **Lifestyle Change Project** for your client and your ePortfolio blog **Question 1**. It is essential that you not only include exercise programming but that you outline a program for addressing other aspects of the client's lifestyle change needs, for example, strategies to avoid sedentary behaviour and stress management. The exercise program should be planned for a minimum of four (4) weeks activities. By this stage of the semester the client should have already commenced their exercise and lifestyle program.

### Marking Criteria Phase B – The Exercise Program

Assignment component	How do I achieve top marks?	Allocated Marks
<b>Strategic component</b>	<ol style="list-style-type: none"> <li>1. The planned strategies for lifestyle change support the needs and goals of the client.</li> <li>2. The strategies are logical, realistic and will help the client achieve their goals.</li> <li>3. Client requests and feedback are an integral part of the program.</li> </ol>	/10
<b>Education component</b>	<ol style="list-style-type: none"> <li>1. The educational needs of the client have been stated.</li> <li>2. There are educational strategies in place to address these client needs.</li> <li>3. The education program supports the needs and goals of the client.</li> <li>4. A list of resources to support the client's educational needs is included.</li> </ol>	/10
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. The exercises are clearly stated and a rationale given for each exercise.</li> <li>2. The exercises and education plan address the needs and goals of the client.</li> <li>3. There is a logical progression of activities that support the achievement of both short and long term goals.</li> <li>4. The exercise and education plan address all the client's needs including exercise, dietary change, stress and time management, avoiding sedentary behaviour, smoking, alcohol consumption and/or whatever is pertinent to that client.</li> </ol>	/10
<b>ePortfolio Blog Question 1</b>	<ol style="list-style-type: none"> <li>1. Complete a reflective blog on the following question: <b>ePortfolio Question 1:</b> What did you learn by completing the Phase 1 Assessments and writing up the Phase 2 exercise program in the Lifestyle Change Project? Was it useful? How? What could you have done better? (Max 200 Words)</li> </ol>	/5
<b>Presentation</b>	<ol style="list-style-type: none"> <li>1. The report should be well written, concise and easy to read.</li> <li>2. There should be no spelling, grammatical or typographical errors.</li> <li>3. Graphics and/or tables should support the information in the text.</li> <li>4. The report should be double spaced and appropriately referenced.</li> <li>5. Pages must be numbered.</li> <li>6. The report should represent an actual client file.</li> </ol>	/10

**Phase B is due Friday 29<sup>th</sup> April at 5.00pm via Turn-it-in on Moodle**

Assessment of your skills in **training your client** will be performed during your prac time in weeks 10 & 11. You should organise to complete one training session with your client at a time convenient to both your client and supervising AEP. **Work closely with your supervising AEP to arrange this time.** The AEP will assess your delivery of the exercise program, your client interaction and supervision skills, exercise execution and correction skills and appropriateness of your exercise prescription for your client.

### Phase C – The Exercise Training Assessment

Assignment component	How do I achieve top marks?	Allocated Marks
<b>Strategic component</b>	<ol style="list-style-type: none"> <li>1. Are timing of the exercises appropriately scheduled?</li> <li>2. Is there an appropriate warm up for each activity?</li> <li>3. Does the student AEP provide regular feedback, both motivational and correctional to the client?</li> </ol>	/10
<b>Education component</b>	<ol style="list-style-type: none"> <li>1. Does the student AEP educate the client throughout the training session?</li> <li>2. Does the student AEP supervise their client closely?</li> <li>3. Does the student AEP monitor exercise technique and intensity throughout the training session?</li> </ol>	/10
<b>Professionalism</b>	<ol style="list-style-type: none"> <li>1. Did the student arrange the training times professionally?</li> <li>2. Is the student professional in client instruction, interaction and conduct?</li> <li>3. Is the student dressed appropriately?</li> <li>4. Was the student on time?</li> <li>5. Did the student address the client professionally?</li> </ol>	/10

**Phase C will take place during your scheduled prac sessions in Weeks 10 or 11.  
Please note you only need to attend one of these weeks.  
You must organise a time that suits your client.  
Please organise this time directly with your AEP tutor.**



Phase D: Final Exercise Assessment Clinical Skills Test

**ePortfolio Blog Q2 and Clinical Skills Assessment completed during prac time in weeks 12 & 13 (5%)**

The clinical skills assessment is a practical assessment where the supervising AEP will assess your clinical skills while you complete your final fitness/exercise assessment on your client. The assessment should be completed after your client has completed your 4 week exercise program and will be based on a standardised clinical exercise assessment (typically the same one you performed in the beginning). You should organise to complete this assessment on your client at a time convenient to both your client and supervising AEP. This assessment should be scheduled within your designated prac time during week 12 or 13 and is worth 5% of your total mark.

**Phase D: The Clinical Skills Final Exercise Assessment**

<b>Introduction to session and Interviewing Skills (Comprehensiveness of Interview Topics)</b>									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory				Satisfactory			Excellent		
<b>Choice of Fitness Assessment (Are they appropriate to assess achievement of goals? Was it Holistic?)</b>									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory				Satisfactory			Excellent		
<b>Fitness/Exercise Testing Skills (Correct Execution)</b>									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory				Satisfactory			Excellent		
<b>Organisation and Efficiency (Did the assessment flow?)</b>									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory				Satisfactory			Excellent		
<b>Overall Clinical, Ethical and Professional Competence</b>									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory				Satisfactory			Excellent		
<b>ePortfolio Blog Question 2</b>				Complete a reflective blog on the following question:  <b>ePortfolio Question 2:</b> What did you learn when training your client in the Lifestyle Change Project? Was it useful? How? What could you have done better (Max 200 Words)  <b>Please submit a paper version of your blog to your tutor on your client's final assessment day.</b>					/5

**Phase D will take place during your scheduled prac sessions in Weeks 12 or 13.  
 Please note you only need to attend one of these weeks.  
 You must organise a time that suits your client.  
 Please organise this time directly with your AEP tutor.**

**Please note: The results of this exercise assessment (your forms) will be submitted with your final report (Phase E) which is due at the beginning of week 14.**

Please note your ePortfolio Question 2 is due on the day of the assessment.

This report includes the results of the final assessments you used to determine the success of your entire Lifestyle Change Project. It must include your ePortfolio blog which is a critical evaluation of the merits/demerits of the entire lifestyle change project, its successes and failures, and the processes used. Questions to help you complete this blog are below.

This section of the project must also include a one page summary report to the client's medical practitioner.

**ePortfolio Question 3:** Reflect critically on using an ePortfolio/OU blog on how to evaluate the outcomes of your client's Lifestyle Change Project? Was the blog useful? How?

**ePortfolio Question 4:** Discuss which skills you have acquired that you didn't expect to develop through this course?

**ePortfolio Question 5:** How will you take what you have learned in this course beyond this year?

### Phase E – Evaluation and Final ePortfolio Blog

Assignment Component	How do I achieve top marks?	Allocated Marks
<b>Testing</b>	<ol style="list-style-type: none"> <li>1. The testing is appropriate to the goals, needs and program prescribed for the client.</li> <li>2. Pre- and post-program testing data are presented in tables and/or graphs and compared to normative data where appropriate. Any significant changes are clearly stated.</li> </ol>	/10
<b>Analysis</b>	<ol style="list-style-type: none"> <li>1. The student objectively analyses the data from any testing.</li> <li>2. Analyses and conclusions derived are appropriate.</li> </ol>	/10
<b>Medical Practitioner Report</b>	<ol style="list-style-type: none"> <li>1. A separate <b>one</b> page report to the client's General Practitioner briefly outlining the treatment and treatment effects is included.</li> <li>2. The report is clear, concise, informative and quick to read.</li> </ol>	/5
<b>Evaluation and ePortfolio Blog Questions 3-5</b>	<p>Complete a reflective blog on the following questions:</p> <p><b>ePortfolio Question 3:</b> What did you learn through completing your client's final assessment? How did the program work? Were your clients goals met? What were its weaknesses? Strengths? What could you have done better for your client? Do you have any future recommendations for your client?</p> <p><b>ePortfolio Question 4:</b> Discuss which skills you have acquired that you didn't expect to develop through this project? Was completing the Lifestyle Change Project useful? How?</p> <p><b>ePortfolio Question 5:</b> How will you take what you have learned in this course beyond this year? (ePortfolio blog and evaluation max 2 pages double spaced)</p>	<p>/5</p> <p>/5</p> <p>/5</p>
<b>Presentation</b>	<ol style="list-style-type: none"> <li>1. The report should be well written, concise and easy to read.</li> <li>2. There should be no spelling, grammatical or typographical errors.</li> <li>3. Graphics and/or tables should support the information in the text.</li> <li>4. The report should be double spaced and appropriately referenced.</li> <li>5. Pages must be numbered.</li> <li>6. The report should represent an actual client file.</li> <li>7. Any justifications for lifestyle advice and exercise prescription should be appropriately referenced.</li> </ol>	/10

**Phase E is due Week 14 Monday 6<sup>th</sup> June at 5.00pm via Turn-it-in on Moodle**

## Assessment Task 2: Behaviour Change Assignment (20%)

Due Week 11

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

### MARKING CRITERIA Behavioural Change Assignment

Assignment Component	How do I achieve top marks?	Allocated Marks
Background/Rationale	Justify the target behaviour. Use a sound theoretical framework for developing your behavioural change plan.	/5
The Plan	Provide a clear description of a clear plan. Make sure your plan matches the theoretical framework you are working in. Use appropriate goal setting techniques in establishing the plan.	/5
Implementation and Evaluation	Put in an honest effort in working toward your goal. Adequately monitor your progress, which includes keeping any relevant data. Evaluate your progress, and adjust your goals as necessary.	/5
Reflection	Comment on the shortcomings of your theoretical framework, on any particular challenges you faced, and any insights you gained. What would you do differently next time?	/5
Presentation	The report should be well written, concise and easy to read. There should be no spelling, grammatical or typographical errors. Graphics and/or tables should support the information in the text. The report should be double spaced and appropriately referenced. Pages must be numbered.	/5

**Assessment Task 2 due Monday 16<sup>th</sup> May at 9.00am via Turn-it-in on Moodle**

## Assessment Task 3: Metabolic Syndrome Smart Sparrow Case Study (5%)

Due Week 13

On Monday 1<sup>st</sup> June, Week 13, you will be given access to a link that will open a case study on a patient with metabolic syndrome. You are to complete this case study online by 5.00pm Friday 3<sup>rd</sup> June. Your results from this case study will contribute to 5% of your overall mark.

## Assessment Task 4: Final Exam (35%)

Scheduled Exam Week

The **end of session examination** will be held during the official examination period. This examination will test not only your knowledge of physical activity and health but also your ability to apply the knowledge you have acquired from the course material to client management. The questions will be based on the material covered in the lectures and practical classes and the prescribed readings over the entire semester. The exam will address graduate attributes 1 and 2.

## Submission of Assessment Tasks

Written assessment tasks must be handed in via Turn-it-in which can be found on the Moodle website. Each assessment task is due at various times of the week throughout the semester. Please make sure you are aware of these times. 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: For assignments submitted after **the due time and day** of the week it is due, 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. Please see this link for more information: [student.unsw.edu.au/conduct](http://student.unsw.edu.au/conduct)

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: [student.unsw.edu.au/plagiarism](http://student.unsw.edu.au/plagiarism)

## 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: <https://student.unsw.edu.au/referencing>

## HESC 3504 Course Schedule

Week	Date	Lecture 1 Mon 12-1pm Wurth LG03	Lecture 2 Tues 12pm-1pm Central Lecture Block 3	Lecture 3 Thurs 9-10am Central Lecture Block 3	Practicals CSEP Rooms
1	Feb 29	Introduction: Role of an EP <b>BP</b>	Theory into Practice: Being an AEP <b>BP</b>	Healthy Built Environments <b>ST</b>	Client identification and Assignment Preparation (1 hr only)
2	Mar 7	Risk Stratification <b>BP</b>	CV Risk Assessment <b>BP</b>	Exercise Assessment & Prescription <b>BP</b>	Risk Stratification / Screening
3	Mar 14	Models of Exercise Behaviour 1 <b>LV</b>	Models of Exercise Behaviour 2 <b>LV</b>	Counselling Skills 1 <b>LV</b>	CV Risk & Assessments 1
4	Mar 21	Counselling Skills 2 <b>LV</b>	Counselling Skills 3 <b>LV</b>	Working toward Behavioural Change <b>LV</b>	CV Risk & Assessments 2
MSB	Mar 28	<b>Mid Semester Break</b>			
5	Apr 4	Body Image and Exercise <b>LV</b>	Physical Activity and Mental Health 1 <b>LV</b>	Physical Activity and Mental Health 2 <b>LV</b>	<b>Individual Initial Client Assessments</b>
6	Apr 11	Exercise and Healthy Aging 1 <b>DS</b>	Exercise and Healthy Aging 2 <b>DS</b>	Exercise and Healthy Aging 3 <b>DS</b>	<b>Individual Initial Client Assessments</b>
	<b>Apr 18</b>	<b>Assessment Task 1: Phase A Due Beginning of Week 7 Monday Apr 18<sup>th</sup> 9.00am via Turn-it-in on Moodle</b>			
7	Apr 18	Physical Activity and Health <b>BP</b>	Sedentary Behaviour and Health <b>BP</b>	Introduction to Metabolic Syndrome <b>BP</b>	<b>Individual Client Program Delivery</b>
	<b>Apr 25</b>	<b>Assessment Task 1: Phase B Due End of Week 8 Friday Apr 29<sup>th</sup> 5.00pm via Turn-it-in on Moodle</b>			
8	Apr 25	<b>No Scheduled Lecture: Public Holiday</b>	Metabolic Syndrome 1 <b>DS</b>	Metabolic Syndrome 2 <b>DS</b>	<b>Individual Client Program Wk 1</b>
9	May 2	Metabolic Syndrome Case Study <b>BP</b>	Lifestyle and Weight Management 1 <b>BP</b>	Lifestyle and Weight Management 2 <b>BP</b>	<b>Individual Client Program Wk 2</b>
10	May 9	Lifestyle and Weight Management 3 <b>BP</b>	Lifestyle and Health 1 <b>BP</b>	Lifestyle and Health 2 <b>BP</b>	<b>Individual Client Program Wk 3 Assessment Week (Phase C)</b>
	May 16	<b>Assessment Task 2: Behaviour Change Assignment Due beginning of Week 11 Monday May 16<sup>th</sup> 9.00am via Turn-it-in on Moodle</b>			
11	May 16	Physical Activity and Children 1 <b>BP</b>	Physical Activity and Children 2 <b>BP</b>	Assignment Feedback Lecture <b>BP</b>	<b>Individual Client Program Wk 4 Assessment Week (Phase C)</b>
12	May 23	Nutrition and Physical Activity: Contribution to Epigenetic Change 1 <b>CM</b>	Nutrition and Physical Activity: Contribution to Epigenetic Change 2 <b>CM</b>	Regroove the Move <b>JB</b>	<b>Individual Final Client Assessments Assessment Week (Phase D)</b>
13	May 30	<b>No Scheduled Lecture</b>	<b>No Scheduled Lecture</b>	<b>No Scheduled Lecture</b>	<b>Individual Final Client Assessments Assessment Week (Phase D)</b>
14	Jun 6	<b>Assessment Task 1: Results of Phase D &amp; Phase E are due Beginning of Week 14 Monday Jun 6<sup>th</sup> 5.00pm via Turn-it-in on Moodle</b>			

**BP:** Dr. Belinda Parmenter; **ST:** Assoc. Prof. Susan Thompson; **LV:** Dr Lenny Vartanian; **DS:** Dr. David Simar; **CM:** Dr. Chris Maloney; **JB:** Dr John Booth

## Resources for students

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See also: [Learning Resources](#)

### Computing Facilities

There are computing facilities in Wallace Wurth, rooms G2, G4, 108 and 109. SERVE and FOODWORKS, along with VHI exercise kits have been downloaded for your use.

### Recommended Textbooks

*Each of the below texts will be available for purchase through the book shop. In addition, copies are available in the High Use section of the main library.*

1. Ehrman J.K., Gordon P.M., Visich P.S. and Keteyian S.J. (2013). Clinical Exercise Physiology. 3<sup>rd</sup> Edition. Champaign, IL. Human Kinetics. (*This is the same text that HESC3541 recommends*)
2. Cameron, M., Selig, S., Hemphill, D. (2011) Clinical Exercise: A case based approach. 3<sup>rd</sup> Ed. Chatswood, NSW. Elsevier.
3. Hardman, A., and Stensel, D.,. (2009) Physical activity and health: The evidence explained. 2<sup>nd</sup> Ed, Milton Park, Abingdon, Routledge.

### Suggested Readings

Books available at Main Library:

1. Acevedo, E. & Ekkekakis, P. (2006). Affective responses to acute exercise. *The Psychobiology of Exercise and Sport*. Human Kinetics, Champaign, Ill. High Use Collection (612.044/113)
2. Curt Lox, Kathleen A Martin, Kathleen Anne Ginis, Steven J Petruzzello (2010) *The Psychology of Exercise: Integrating Theory and Practice*. 3rd Ed., Scottsdale, Arizona : Holcomb Hathaway Publishers.

Links to the following journal articles will be found on the MOODLE course page:

1. Boutcher, S.H. & Dunn, S.L. (2009). Factors that may impede the weight loss response to exercise-based interventions. *Obes Rev*, 10, 671-680.
2. Chau, J.Y., Van Der Ploeg, C., Dunn, S., Kurko, J. & Baumann, A.E. (2012). Validity of the occupational sitting and physical activity questionnaire. *Med Sci Sports Ex*, 44(1), 118-125.
3. Eriksson, J. et al. (1997). Exercise and the metabolic syndrome. *Diabetologia*, 40, 125-135.
4. Faigenbaum. A.D. & Myer, G.D. (2009). Resistance training among young athletes: safety, efficacy and injury prevention effects. *Br J Sports Med*. 44(1), 56-63.
5. Hamer, M., Ingle, L., Carroll, S. & Stamatakis, E. (2012). Physical activity and cardiovascular mortality risk: possible protective mechanisms? *Med Sci Sports Ex*, 44(1), 84-88.
6. 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
7. Libby, P. (2002). Atherosclerosis: the new view. *Scientific American*, 286(5), 46-55.
8. Lumbers, E.R. (2002). Exercise in pregnancy: physiological basis of exercise prescription for the pregnant woman. *J Sc Med in Sp* 5(1), 20-31.
9. Myers, J. et al (2002). Exercise capacity and mortality among men referred for exercise testing. *New Eng J Med*, 346, 793-801.
10. Pescatello, L. et al. (2004). Exercise and hypertension. *Med Sci Sports Ex*, 36, 533-553.
11. Shaw K, Gennat H, O'Rourke P, Del Mar C. Exercise for overweight or obesity. *Cochrane Database Syst Rev* (2006), 4:CD003817.
12. Steele, R.M, Brage, S., Corder, K., Wareham N.J. & Ekelund, U. (2008). Physical activity, cardiorespiratory fitness and the metabolic syndrome in youth. *J Appl Physiol*, 105, 342-351.
13. Trapp, E.G., Chisholm, D.J., Freund, J., & Boutcher, S.H. The effect of high intensity intermittent exercise training on fat loss and insulin levels of young women, *Int J Obes*, 32(4), 684-691.
14. Zinn, A.R. (2010). Unconventional wisdom about the obesity epidemic. *Am J Med Sc*, 340(6), 481-491.

## Course Evaluation and Development

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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 UNSW is the way in which student feedback is evaluated and significant changes to the course will be communicated to subsequent cohorts of students. As a result of feedback from last year's students, new features of the course include the mini assessment of clinical skills which will help students prepare for the OSCE in their final year. The CATEI will be given to students to complete later in the semester.

## Health and Safety

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Class activities must comply with the NSW Health & Safety Act and the Health & Safety Regulations. 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: [www.safety.unsw.edu.au](http://www.safety.unsw.edu.au)

## Examination Procedures and Attendance Requirements

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Attendance is expected at all lectures and practical sessions for this course. Attendance at all practical sessions and clinical sessions 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 course convenor within seven (7) days of the time period of the certificate's expiry. If misadventure has occurred, appropriate documentation must be provided within seven (7) days. No consideration will be given after this time. Although lectures will be available on Echo, student participation is encouraged in the lectures and these are important to attend.

### Deferred Exams

If you miss an exam for medical or misadventure 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

See also: [Advice for Students](#)

Note that normally, if you miss an exam (without adequate reason) 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: [student.unsw.edu.au/special-consideration](http://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.