



Faculty of Medicine
School of Medical Sciences

DEPARTMENT OF EXERCISE PHYSIOLOGY

HESC2501

Exercise Physiology

COURSE OUTLINE

SEMESTER 2, 2018

CRICOS Provider Code 00098G

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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)

HESC2501 Course Information

The focus of this course is on the physiological adaptations of the respiratory, cardiovascular, endocrine and musculoskeletal systems to acute and chronic exercise, building on knowledge and skills developed in Human Physiology A and concurrently developed in Human Physiology B. Specific adaptations to the different component of exercise (intensity, duration, type) will be presented. Skills and techniques used to monitor and analyse those adaptations will be developed throughout this course e.g. submaximal and maximal exercise tests, ECG, spirometry.

Credit Points: 6 UOC

Course Pre-requisites:

BIOC2181 Fundamentals of Biochemistry

PHSL2501 Human Physiology A

COURSE STAFF

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Available to help with problems with enrolment and scheduling, and the first point of contact for administrative problems.

Technical Officer:

- Mr Balu Daniel d.balu@unsw.edu.au

OBJECTIVES OF THE COURSE

1. To encourage a comprehensive understanding of the human physiological response (energy utilisation, endocrine, cardiovascular, respiratory, musculoskeletal) to both acute and repeated bouts of exercise
2. To provide knowledge of measurement principles and techniques commonly utilised in exercise physiology
3. To provide confidence in performing basic measurements in exercise testing.

STUDENT ATTRIBUTES and LEARNING OUTCOMES

HESC2501 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

This course will enable students to explore and gain further understanding of the response of the human body to physical activity with an emphasis of their application to real situations in the field of Exercise Physiology. This course provides the fundamental knowledge and promotes the development of skills which will work towards the realisation of the overall Bachelor of Exercise Physiology program objectives and skills of an Exercise Physiologist.

Learning Outcomes

On completion of this course students should be able to:

1. Describe the transient changes in cardiovascular, respiratory and musculoskeletal systems and muscle metabolism (energy utilisation) in response to acute exercise (single session).
2. Describe the adaptations in cardiovascular, respiratory and musculoskeletal systems and muscle metabolism (energy utilisation) to exercise training.
3. Demonstrate technical competency in key exercise testing skills (e.g. heart rate and blood pressure measurement; the collection of blood by finger prick for the analysis of lactate).
4. Communicate effectively (oral) in simulated clinical exercise testing scenarios.
5. Communicate effectively (written) through reports of scientific laboratory experiments.

COURSE STRUCTURE and TEACHING STRATEGIES

Learning activities occur on the following days and times:

- Lectures: MON 12–2 pm
- Tutorials: TUES 1-2 pm, 2-3 pm, 3-4 pm or 4-5 pm
- Large practicals: WED 1–3 pm or 3–5 pm
- Small Practical: WED 11am–1pm, WED 1–3pm, WED 3–5pm, THURS 9–11am, THURS 4–6pm or FRI 11am–1pm
- Online activities: own time but often prior to tutorial or Practical as directed

Students are expected to attend all scheduled activities for their full duration (2 hours of lectures per week, 1 hour of tutorials and up to 2 hours of practical sessions per week). 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.

RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

How the course relates to the Exercise Physiology profession

The content allows students to develop a fundamental knowledge of the human physiological response to physical activity. This forms the basis upon which further knowledge and skills enable an Exercise Physiologist to deliver lifestyle programs that use exercise with an aim of promoting disease prevention and rehabilitation of chronic disease. This course also enables students to develop the skills of communication and critical thinking. It reflects the position of the course convenor that their practice within the field will require these skills for ongoing development.

How the course relates to other courses in the Exercise Physiology program

The course will build upon material presented in earlier courses in the program - Introductory Exercise Science (HESC1501), Exercise Programs and Behaviour (HESC1511) and Human Physiology A (PHSL2501). The skills and knowledge developed in this course will provide a strong base in exercise physiology essential for the clinically oriented courses offered in third stage such as Physical Activity and Health (HESC3504) and Clinical Exercise Physiology (HESC3541).

APPROACH TO LEARNING AND TEACHING

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 be available on Moodle prior to each lecture (see below in STUDENT RESOURCES section), 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.

Online lectures – A component of the lectures have been made available online for you to listen to in your own time. However, many of these should be completed prior to other face-to-face lectures, tutorials and/or practical classes. See Moodle for details

Lectures are considered by the course convenor to be only a summary of the concepts and theory essential for meeting the course objectives and student learning outcomes outlined above. In order to do well in this course, it is essential that students make use of other resources, such as the recommended and additional textbooks (see below in TEXTBOOKS AND OTHER RESOURCES section) and Web-based resources.

Tutorials – This format provides a more informal learning environment than a lecture. Sessions will be structured via worksheets to encourage your participation in activities and discussions designed to enhance your learning. Tutorials will relate to the lectures, online content and practicals. You will benefit most if you do some preparation prior to attending the session. Attendance at ALL tutorials is compulsory and attendance will be marked.

Laboratories – Labs are designed to help you to develop technical skills that will be relevant in your professional career, and to apply experiments to demonstrate and reinforce key theoretical concepts that have been covered in lectures. Lab notes will be available to download from Moodle at least 1 week prior to each lab. Students are required to bring a printed copy of the lab notes, and expected to have read the lab notes prior to the lab. Attendance at ALL labs is compulsory and attendance will be marked.

Lab expectations: Students are expected to behave in an ethical, socially responsible and professional manner within the laboratory class. Punctual arrival is expected as important information including safety precautions are discussed at the beginning of each class and late students will be refused entry and marked as absent. Turn-off mobile phones before entering (mobile phones are not to be used or answered during the class). The use of computers for work not related to the current laboratory is not permitted in class. Eating is not permitted; however students may bring water.

All students must come prepared for active participation wearing clothing which is suitable for exercise (e.g. shorts or track pants, T-shirt or light sweater, and running shoes). Enclosed footwear is compulsory. Students who are not dressed appropriately for the lab (e.g. open footwear) or do not have a legitimate reason for not participating (e.g. medical complaint or injury) will be refused entry to the class and will then be marked absent. Students must take care with biological and hazardous material and leave all equipment clean and functional. Students who do not adhere to these basic laboratory rules will be marked absent. There are 8 labs (each 2 hours) in this subject; including 5 large-group (~40 students) labs and 3 smaller-group (~8 students) labs.

Independent study – There is insufficient time in the lectures, tutorials and practicals 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.

ASSESSMENTS

Summary of Assessments	% Total Marks	Due Date	Learning Outcomes
TASK 1 – MID SEMESTER EXAM	15%	Week 5	1,2
TASK 2 – LABORATORY ASSIGNMENTS	Report 1: 7% Report 2: 18%	Week 3 Week 9	1,5
TASK 3 – END OF SESSION EXAM	35%	Exam period	1,2
TASK 4 – OSCE	25%	Exam period	3,4

ASSESSMENT TASK 1 - MID SEMESTER EXAM

The MID SEMESTER EXAM is a written exam comprised of multiple choice and short answer questions, and analytical interpretation of typical experimental situations. It will cover lecture, tutorial and laboratory material from weeks 1-4. It will be held in week 5 during the lecture timeslot; and is 45 minutes duration (writing time). In the weeks prior to the mid-semester exam students will be allocated an examination room (TBA) to allow for adequate spacing between students. No extra time will be given to a student who has arrived at the wrong room and needs to find their way to the other room to sit the exam. Students are only permitted to leave the room after they have submitted their mid-semester exam for assessment.

ASSESSMENT TASK 2 - LABORATORY ASSIGNMENTS

You have to **submit 2 lab reports**. Each report has a word limit of 2000 words, excluding bibliography and figures/tables. Laboratory assignments are to be submitted via MOODLE (TurnItIn) **by 9:00am** on the due date.

The goal of the laboratory reports is to enable and consolidate learning by 'doing'. Assessing this learning can enhance conceptual understanding of the theory-practice relationship and develop higher level reasoning skills.

The first assignment will cover Laboratory 1 (Anaerobic testing). This assignment is to be submitted in week 3. This is worth 7%. Students will receive feedback on this assignment. Students are then required to provide a summary from their feedback as to the improvements they plan to implement on the next Laboratory report.

The second assignment will cover Laboratory 5. This is worth 18%. This assignment is to be submitted in week 9. The summary of feedback from Assignment 1 needs to be submitted with this lab report.

Lab content will also be assessed in the OSCE (practical skill competency) and the Final Exam (knowledge and application competency).

To achieve the highest possible marks please refer to the rubric in Table 1 and further details are provided in Tutorial 1.

Referencing for the laboratory assignment

Referencing is a process that identifies the sources of information used in your assignment. Some of the main purposes of referencing are: to justify/support the position you take in your assignment, to show the arguments put forward by different writers, and to allow the reader to locate the sources used. Further information can be found at <http://www.apastyle.org>

ASSESSMENT TASK 3 - END OF SESSION EXAM

The END OF SESSION EXAM is a written exam comprised of multiple choice and short answer questions, and analytical interpretation of typical experimental situations. It will be held during the examination period following the end of semester, and will cover ALL lecture (including online), tutorial and laboratory content from the ENTIRE semester.

Table 1: Marking criteria for laboratory assignments

Assignment Marking Criteria	Not satisfactory	Developing (Not Yet Competent)	Competent	Good	Advanced
	0%	25%	50%	75%	100%
Introduction (20 marks) <ul style="list-style-type: none"> Explain the key concepts being studied, with regard to the relevant underlying physiology. (8) Review the relevant literature – detail findings from directly relevant previous research on the topic, and from credible scientific journals. (8) State the aim and hypotheses of the lab. (4) 	<ul style="list-style-type: none"> Unable to explain any concepts relevant to the lab. Unable to review any literature. Unable to state an aim and hypotheses. 	<ul style="list-style-type: none"> Inadequate explanation of the key concepts relevant to the lab. Inadequate review of some relevant research, or provided largely irrelevant references. Unclear aim and hypotheses were stated. 	<ul style="list-style-type: none"> Basic explanation of the key concepts relevant to the lab. Basic review of some relevant research. Basic aim and hypotheses were stated. 	<ul style="list-style-type: none"> Explained key concepts relevant to the lab. Good review of relevant research. Clear aim and plausible hypotheses were stated. 	<ul style="list-style-type: none"> Clear, concise, and focused explanation of all key concepts relevant to the lab. Clear, concise, comprehensive and focused review of relevant research. Clear, concise, and focused aim and hypotheses were stated.
Methods (12 marks) <ul style="list-style-type: none"> Procedures explained in adequate detail to enable replication of the entire task by an independent researcher, and are written scientifically (not copied from the lab manual). (8) Inclusion of participant characteristics. (2) Inclusion of statistical methodology. (2) 	<ul style="list-style-type: none"> Unable to write procedures, or did not paraphrase the lab notes. No/incorrect participant characteristics No/incorrect statistical methodology stated 	<ul style="list-style-type: none"> Inadequate procedural steps or lacking key detail to enable task replication, or largely inadequate paraphrasing. Some irrelevant, incorrect and/or missing key information. inadequate participant characteristics were stated inadequate statistical methodology stated 	<ul style="list-style-type: none"> Basic procedural steps or lacking some detail to enable task replication. Mostly relevant and correct information included. basic participant characteristics were stated basic statistical methodology stated 	<ul style="list-style-type: none"> Clear procedural steps that would enable task replication. Relevant and correct information included. Good participant characteristics were stated Good statistical methodology stated 	<ul style="list-style-type: none"> Clear, concise, comprehensive and focused detail of the procedural steps that would enable task replication. Relevant, concise and correct information included. Clear, concise participant characteristics were stated Clear, concise statistical methodology stated
Results (24 marks) <ul style="list-style-type: none"> Summarize the key data in text (i.e. describe the data prior to use in the tables / figures). (8) Correct reporting of statistics used. (4) Present the key data /results – data is relevant, correct and appropriately presented (e.g. in tables / figures). (12) 	<ul style="list-style-type: none"> Unable to summarize any data. Irrelevant and/or incorrect data and/or unable to present data in tables / figures. No/incorrect statistics presented 	<ul style="list-style-type: none"> Inadequate, overly-brief or inconsistent summary of the key data. Some irrelevant and/or incorrect data or missing key data, and/or presented in inadequate tables / figures. No/incorrect statistics used to present the data 	<ul style="list-style-type: none"> Basic summary of the key data. Mostly relevant and correct data presented in basic tables / figures (including labelling). Basic statistics used to summarize the data 	<ul style="list-style-type: none"> Clear summary of the key data. Relevant and correct key data presented in good tables / figures. Good use of statistics to summarize the data 	<ul style="list-style-type: none"> Clear, concise and focused summary of the key data. Relevant and correct key data presented in well-designed tables / figures. Excellent use of statistics to summarize the data.
Discussion & Conclusion (26 marks) <ul style="list-style-type: none"> States the key findings (expected and/or unexpected) from the data. (4) Explains and 'makes sense' of the findings for the reader, with regard to the relevant underlying physiology. (8) Compares findings to previous research / group data (e.g. from the Introduction). (8) Implication(s) of the findings (e.g. for science or clinical applications). (2) Final statement (Conclusion) summarizing the study and the major finding(s). (4) 	<ul style="list-style-type: none"> Unable to identify any findings from the data. Unable to explain & 'make sense' of the key findings. Unable to compare own findings to previous literature and group data. Unable to discuss any implication of the findings Unable to provide a conclusion 	<ul style="list-style-type: none"> Inadequate statement of findings (expected or unexpected) from the data. Inadequate explanation which did not clearly 'make some sense' of the findings. Unable to compare own findings to previous literature and group data. Inadequate discussion of the implication of the findings. Inadequate or unclear conclusion 	<ul style="list-style-type: none"> Basic statements of key findings (expected or unexpected) from the data. Basic explanations with limited interpretation to 'make sense' of the key findings. Basic comparison of own findings to previous literature and group data. Basic discussion of the implication of the findings. Basic conclusion 	<ul style="list-style-type: none"> Clear statements of key findings (expected or unexpected) from the data. Clear explanations with interpretation to 'make sense' of the key findings, being critical of own methodology. Clear comparison of own findings to previous literature and group data. Clear discussion of the implication of the findings. Clear conclusion. 	<ul style="list-style-type: none"> Clear, concise and focused statements of key findings (expected or unexpected) from the data. Clear, concise, comprehensive and focused explanations with in-depth interpretation to 'make sense' of the key findings, being critical of own methodology. Clear, concise and focused comparison of own findings to previous literature and group data. Clear, concise and focused discussion of the implication of the findings. Clear, concise and focused conclusion.
Other (Referencing, Language and Presentation) (18 marks) <ul style="list-style-type: none"> Appropriate Reference section (APA format) & referencing of statements in the body of the report. (8) Overall presentation, writing quality and attention-to-detail e.g. correct grammar, spelling and punctuation, consistency in presentation (line spacing, paragraphing etc.), correct units and use of past tense. (8) Included the Summary of feedback form. (2) 	<ul style="list-style-type: none"> Unable to reference, either within text or a Reference section. Extremely poor overall presentation, writing quality and attention-to-detail. No summary of feedback form 	<ul style="list-style-type: none"> Inadequate referencing, either within text or in the Reference section. Inadequate overall presentation, writing quality or attention-to-detail. Inadequate summary of feedback form 	<ul style="list-style-type: none"> Some appropriate and correct referencing within text and in the Reference section. Basic overall presentation, writing quality and attention-to-detail. Summary of feedback form is included 	<ul style="list-style-type: none"> Mostly appropriate and correct referencing, both within text and in the Reference section. Good overall presentation, writing quality and attention-to-detail. Summary of feedback form is included 	<ul style="list-style-type: none"> Completely appropriate and correct referencing, both within text and in Reference section. Advanced-level overall presentation, writing quality and attention-to-detail. Summary of feedback form is insightful.

ASSESSMENT TASK 4 - OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE)

The OSCE will be held during the exam period. It will assess your ability to perform various practical skills commonly applied in clinical exercise physiology. The assessment environment will mimic real-life practice.

Marking Criteria

EACH student will be required to perform a range of skills (listed in the table below), under the supervision of an examiner. Broadly, the assessment covers three categories:

- (1) exercise physiology competency
 - a. conduct test / assessments using protocols taught in this course and identify criteria for test completion or test termination
 - b. execute a test / assessment by performing the tasks in a logical sequence
 - c. monitor the client throughout the test / assessment, ensuring client safety
- (2) technical skill
 - a. correctly use all equipment required in testing
 - b. correctly set up a client for testing
 - c. identify equipment safety issues, ensuring client safety (and the following of OHS guidelines), and able to propose alternative strategies to conduct the test if equipment fails
- (3) communication skills
 - a. effectively communicate verbally to the client
 - b. establish a good rapport with the client
 - c. explain testing procedures to a client and check their understanding
 - d. explain the results to the client in a manner that the client can understand

The exam will be divided into 7 stations that cover the practical skills learnt during the laboratories (e.g. heart rate and blood pressure at rest and during exercise, blood lactate, ECG, exercise testing -anaerobic, submaximal and maximal tests).

Penalties for Late Submission of Assignments

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.

TEXTBOOKS AND OTHER RESOURCES

Moodle

Information about the course as well as lecture, tutorial and lab notes can be accessed via the UNSW Moodle system from the following site:

<https://moodle.telt.unsw.edu.au/login/index.php>

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 lecturer if you would like more information to help you to make the most of this resource.

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. <https://www.library.unsw.edu.au/study/information-resources>

Suggested Reference Books

McArdle WD, Katch FI, Katch VL (2014) Exercise Physiology. Energy, Nutrition and Human Performance. (8th edition) Lippincott, Williams and Wilkins. Philadelphia, USA. (The 7th edition would be suitable, too)

Lecture Readings

- Lecture Block 1 (Biochemistry & Nutrition) – chapters 1-11
- Lecture Block 2 (Cardiovascular & Respiratory) – chapters 12-17
- Lecture Block 3 (Muscle function and exercise training) – chapters 18, 21-23
- Lecture Block 4 (Exercise considerations) – chapters 24-25, 31

Coombes, J. & Skinner, T. (2014). ESSA's Student Manual for Health, Exercise and Sport Assessment. Elsevier. Sydney, Australia.

This text will be useful for many lab sessions conducted throughout the Exercise Physiology degree, and is also available in the UNSW library.

Other Suggested Reference textbooks

- American College of Sport Medicine. (2014). ACSM's health-related physical fitness assessment manual. 4th ed. Lippincott, Williams and Wilkins, Philadelphia, USA.
- American College of Sport Medicine. (2017). ACSM guidelines for exercise testing and prescription. 10th ed. Lippincott, Williams and Wilkins, Philadelphia, USA.
- Australian Institute of Sport. (2013). Physiological tests for elite athletes. 2nd ed. (Gore CJ. Editor) Human Kinetics, Champaign.IL., USA.
- Bourke L & Deakin V. (2015). Clinical Sports Nutrition. 5th ed. WCB/McGraw-Hill, Boston, USA.
- Hampton JR. (2013). The ECG made easy. 8th ed. Churchill Livingstone, Edinburgh, UK.

- Houston ME. (2012). Biochemistry primer for Exercise Science. 4th ed. Human Kinetics, Champaign IL, USA.
- Kenney WL, Wilmore JH, & Costill DL. (2014). Physiology of Sport and Exercise. 6th ed. Human Kinetics, Champaign.IL., USA.
- Powers SK & Howley ET. (2014). Exercise Physiology. (9th edition) WCB/McGraw-Hill, Boston, USA.

We will also provide a variety of Recommended Readings and Videos on Moodle as supplements to selected lectures.

UNSW Learning Centre

The Learning Centre offers academic skills support to all students across all years of study enrolled at UNSW. This includes assistance to improve writing skills and approaches to teamwork. See www.lc.unsw.edu.au

COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students about the course and continual improvements are made based on this feedback. We will use myExperience to seek student feedback and use the feedback to make significant changes to the course for subsequent cohorts of students.

Based on the feedback received in recent years we have:

- Decreased the number of face-to-face lectures and added weekly tutorials in 2018. The tutorials are designed to provide information for the labs and to consolidate knowledge from the lectures.
- We have also added more online content that will predominantly help with providing more structure and guidance for the labs and lab reports. The labs have also been improved to provide students with more structure.
- incorporated marks to the first lab report, rather than it being purely formative (and giving the report more weight in 2018).
- apply dual stethoscopes for enhancing learning for taking blood pressure during lab sessions.
- added extra OSCE practice sessions and moved the OSCE exam from the final teaching weeks to the exam period.
- modified the feedback rubric of the lab reports to enhance student understanding.
- added online quizzes to the course.

GENERAL INFORMATION

Official Communication

All communication will be via your official UNSW email, please see [Advice for Student-Official Communication](#) for more details.

Academic Integrity 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 [UNSW Student Code](#) outlines the standard of conduct expected of students with respect to their academic integrity and plagiarism. More details of what constitutes plagiarism can be found [here](#)

Attendance Requirements

Attendance is expected at all lectures, labs, and examinations for this course. Attendance at all labs will be recorded. Students who do not participate in these sessions for any reason other than medical or misadventure, will be marked absent and may 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 except for truly exceptional circumstances. Arrival more than 15 minutes after the start of the class will be recorded as non-attendance. Although lecture recordings will be available, student participation is encouraged in the lectures and these are important to attend.

For additional details on the UNSW Policy on Class Attendance and Absence see [Policy on Class Attendance and Absence](#).

Guidelines on extra-curricular activities affecting attendance can be found on the School of Medical sciences Website. <http://medicallsciences.med.unsw.edu.au/sites/default/files/Extra-curricularActivitiesSOMS.pdf>

Special Consideration

Please see [UNSW-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 ask for special consideration in the determination of your results. Such requests should be made by lodging an application with UNSW Student Central 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.**

If you unavoidably miss an assessment task, you must lodge an application with UNSW Student Central for special consideration. Your application must include a medical certificate or other relevant documentation. If your request for consideration is granted an alternative assessment will be organised which may take the form of a supplementary exam, increased weighting of the final exam, or an oral element. You cannot assume you will be granted supplementary assessment.

For the UNSW assessment information and policy, see:

<https://my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicyNew.html>

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

Health and Safety

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

Student Conduct

All students must accept their shared responsibility for maintaining a safe, harmonious and tolerant University environment. For further information see

www.student.unsw.edu.au/conduct

Student Equity and Diversity Issues

Students requiring assistance are encouraged to discuss their needs with the course convenor prior, or at the commencement of the course, or with staff in the Disability Services (previously known as SEADU) (9385 4734). Further information for students with disabilities is available at www.student.unsw.edu.au/disability

Student Support Services

Details of the available student support services can be found at [Educational Support Services](#).

Details of counselling support services can be found at [Counselling and Psychological Services](#).

Appeal Procedures

Details can be found at [Student Complaints and Appeals](#)