

HESC3504

Physical Activity and Health

COURSE OUTLINE

Term 2, 2019

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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 medicallsciences.med.unsw.edu.au)

Staff Contact Details

| | | |
|--------------------|--|--|
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Course details

Credit Points: 6 UOC

Course Prerequisites / Assumed Knowledge

HESC2501 Exercise Physiology
HESC1511 Exercise Programs & Behaviour
HESC3511 Health, Exercise and Sport Psychology

Course Description

The focus of this course is on the effects of exercise on apparently healthy populations and those with increased cardiovascular risk across the lifespan. Psychological aspects of exercise, including the application of behaviour change and self-management strategies, comprise a significant component of this course. The literature addressing the impact of physical activity on cardiovascular risk reduction and the prevention of disease will be discussed in detail through examining the mechanisms by which exercise alters metabolic, vascular, 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 and how it affects health;
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;
4. Apply this understanding of primary prevention in designing and implementing a four week lifestyle change program (including addressing diet, exercise, physical activity and sedentary behaviour) to reduce/improve cardiovascular risk in an apparently healthy adult.

Student Learning Outcomes

On completion of this subject students should be able to:

1. Identify risk factors associated with sedentary lifestyles and metabolic dysfunction and explain the role of sedentary behaviour and physical activity in the aetiology, prevention and management of lifestyle-related chronic diseases namely obesity, metabolic syndrome and cardiovascular disease.
2. Select, develop and conduct a range of health assessments and screening tests that are safe, and effective for individuals with different levels of cardiovascular risk.
3. Record, analyse and interpret information from assessments and convey the results, including the accuracy and limitations of the assessments or exercise program, through relevant verbal and/or written communication with the client or involved professional.
4. Demonstrate basic knowledge of dietary assessment and a healthy food intake and use this to provide dietary recommendations to adults with different levels of cardiovascular risk.
5. Apply best-practice principles to design, implement and interpret results of a supervised lifestyle change program for individuals with different levels of cardiovascular risk.

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, sedentary behaviour and health, and the role increased cardiovascular risk factors (overweight/obesity, metabolic syndrome, dyslipidaemias) play in developing cardiovascular disease.
2. Understand and describe basic population interventions designed to increase physical activity and reduce sedentary behaviour and in conjunction with the lifestyle change program, design and implement an intervention to increase physical activity and reduce sedentary behaviour.
3. Apply knowledge of pathophysiological bases in an understanding of common treatments, interventions and the management of an apparently healthy or low-moderate cardiovascular risk adult.
4. Interpret and use referral information to conduct screening and assessments of an apparently healthy or low-moderate cardiovascular risk adult for safe design and delivery of a lifestyle change program that uses basic diet and exercise for the primary prevention of cardiovascular disease.
5. Design and implement/deliver a safe and effective exercise, health and wellness intervention to affect behaviour change and increase exercise and functional capacity in an apparently healthy or low-moderate cardiovascular risk adult.
6. Consider clinical, scientific and ethical parameters in demonstrating practitioner readiness to practice as an Accredited Exercise Physiologist when working with an apparently healthy or low-moderate cardiovascular risk adult.
7. Communicate effectively with patients, colleagues and other health professionals.
8. 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), Health, Exercise and Sport Psychology (HESC3511) and Psychology (PSYC1001 and PSYC1011). 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. Some lectures are scheduled face to face, other are scheduled for an online delivery which you may complete in your own time. Please check the timetable carefully. These lectures are designed to assist you in the weeks learning. Please ensure you have watched the lectures in order to prepare for the week.

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 4 practicals you will use the remaining timetabled sessions to complete your Lifestyle Change Project on your chosen client. In these sessions, under the supervision of an AEP, students will conduct a lifestyle assessment with their client, in order to design and implement a lifestyle change program. 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.

Tutorials – To assist in the development of exercise and lifestyle prescription skills 2 case study tutorials will occur, one in week 3 and one in week 4. These classes will help to provide students with skills required to complete the lifestyle change project. It is also an opportunity to discuss the assignment further.

Assessments

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

| Summary of Assessments | Weight | Due Date |
|--|---------------------|--------------------|
| Assessment Task 1 –Online Quizzes and Case Study | OLQ 10% | Weekly |
| Assessment Task 2 - Lifestyle Change Project | LCP | |
| A) Blank Health and Fitness Assessment Forms | | Week 4 |
| B) Medical Practitioner Initial Report | | Week 6 |
| C) Practical Skills Assessments | 10% | Weeks 9-10 |
| D) Written Report (client file and reflection) | 25% | Week 11 Study Week |
| Assessment Task 3 - Behaviour Change Assignment | B/Change 20% | Week 8 |
| Assessment Task 4 - End of Session Examination | Exam 35% | Exam period |

Assessment Task 1: Online Quizzes and Case Study (10%)

This quiz will be conducted each week and will test your understanding and practical application of concepts covered during the weekly lectures. The format will be 5 multiple choice questions. The quiz is designed to help you identify key concepts and should aid your project design and study for your final exam. The quiz will open on Thursday afternoon at 4.00pm of each week and should be completed by midnight on the Sunday of each week. In total the 9 quizzes during weeks **1 to 9 are worth 5%** towards your final grade.

On Monday 5th August, Week 10, you will be given access to a link that will open a case study on a patient with metabolic syndrome. You are required to complete this case study online by **5.00pm Friday 9th August**. Your results from this **case study will contribute to 5%** of your overall mark.

Assessment Task 2: Lifestyle Change Project (35%)

You will plan and implement a **Lifestyle Change Project** based on the individual needs of your client who is an apparently healthy adult. Clients who are deemed moderate cardiovascular risk, maybe permitted after discussion with Dr Belinda Parmenter. This permission to participate will depend on the potential participant's risk factors. The project includes two pieces of assessment (a) a clinical skills assessment and (b) a written report. This project will give you 40 hours toward ESSA Exercise Physiology Accreditation.

*You are required to locate your own client and should aim to have found and confirmed your client by the end of week 3. Your client must be available during weeks 5 to 10 during your scheduled lab time.

- This assessment item will be marked in two phases and feedback and fine tuning of your project will be ongoing and provided throughout the term by your AEP.
- Detailed marking criteria for each of the assessments is located at the end of this course outline.
- Your client interactions will be supervised by qualified AEPs during your timetabled practical laboratory times **only**.

Phase A: Clinical Skills Assessment (10%)

Weeks 9-10

You will be allowed to practice your skills for this assessment until you become competent (see skills checklist on page 16-17 of this outline) you will then be graded during weeks 9-10 on your training and assessment skills.

1st: Your skills in training your client (**supervising, motivating, monitoring, exercise execution, exercise appropriateness, progressions and communication**) will be assessed during week 9.

Marks allocated to this assessment are 5%.

2nd: Your skills in performing your client's final fitness assessment (**choice, administration and execution of tests, monitoring, organisation and professionalism**) will be assessed during week 10.

Marks allocated to this assessment are 5%.

Phase B: Written Report (25%)

Due Monday 12th August at 5pm

By the end of the term you will have collected a lot of information on your client. As a part of the written report you will compile this information into a client file and write a short two page reflection on how you feel the project went for your client. This reflection should justify your exercise prescription and reflect on how you may have done things differently, now you have the benefit of hindsight.

Your written report should include:

- Client pre-exercise screening (medical, lifestyle), informed consent and risk stratification (3-4 pages);
- Diet recall and 1 page analysis and diet recommendations (500 words);
- A thorough Needs Assessment (4 to 6 points);
- Goal setting (3 short term and 3 long term);
- **Initial fitness assessment results. Note: A copy of your blank health and fitness assessment forms must be submitted to Turnitin by the beginning of week 4; Monday 24th June at 9.00am**
- Strategies to increase incidental physical activity (4 tips) and reduce sedentary behaviour (4 tips); Must include 1 strategy to Sit Less & Move More. Include potential barriers and suggestions to overcome them
- **Medical practitioner initial report (one page). Note: a copy of this report must be submitted to Turnitin at the beginning of week 6; Monday 8th July at 9.00am**
- The 3 week Exercise Program and Training Cards (one page completed training card per week);
- Final fitness assessment results with comparison to initial fitness assessment;
- Medical practitioner final report (one page);
- 2 page (double-spaced) reflection on how you feel the program went, including client feedback, and anything you would do differently next time. Sample questions you might answer are provided at the end of this course outline.

Written skills outlined in the skills checklist on page 16-17 will be marked as competent when your report is marked. If you are deemed not competent, you will be asked to repeat the skill until competency is achieved.

Your report should be structured, detailed, and any recommendation should be appropriately referenced (APA). Please refer to the link below for advice on the APA referencing style.
<https://student.unsw.edu.au/referencing>

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 8 of this outline.

Detailed marking criteria can be found at the end of the course outline.

Note 1: You will make scheduled appointment times for your client's assessments and training with your class demonstrator early in the term, once you have finalised your client and their availability.

Note 2: You must submit your blank fitness assessment forms that you will be using on your client in week 5 to Turn it in at the beginning of week 4 (**9am Monday 24th June**). Your tutor will then mark it and provide you with feedback by the end of week 4.

Note 3: You must submit your completed one page medical practitioner report (as per Medicare guidelines) by the beginning of week 6 (**9am Monday 8th July**).

Note 4: The results of your initial and final fitness assessments, as well as your 3 week training program must be submitted with your final written report due **Monday 12th August at 5.00pm** either online or as a hard copy.

Assessment Task 3: Behaviour Change Assignment (20%)

Due Week 8

This assignment is designed to allow you the opportunity to practice the challenging task of changing one's behaviour.

The Task:

1. Identify a problematic health or physical activity behaviour for your client in the Lifestyle Change Project. (If, for some reason, you're not able to choose one for your client, you can choose one for yourself instead).
2. Develop a specific plan for your client to help them change that problematic health or physical activity behaviour for the better. The approach you take to changing your client's behaviour should be based on one or more of the psychological theories/models of behaviour change you learnt in class.
3. Help your client to implement your behavioural change plan and monitor their progress along the way.
4. Write up and submit a report detailing the experience.

The Report:

The report should be structured into the following sections:

1. **Background/rationale:** Identify the target behaviour. Justify why it was important to target that behaviour, why that particular behaviour was relevant to your client, and why changing that behaviour would improve their health. Make reference to an appropriate psychological model to identify key factors that contribute to the client's current behaviour.
2. **Plan:** Outline your plan to change the target behaviour. This plan should be strongly linked to the psychological model you have chosen. Explain how your plan will address the key factors contributing to the current state of the behaviour in order to change the behaviour. You should also base your plan around the goal setting theory covered in class.
3. **Outcomes:** Describe how the behaviour was monitored and what the outcomes of the project were. How did you define success for your client and what was measured? Be sure to provide evidence of data collected.
4. **Reflection:** Reflect upon the experience of the project. Did the client progress as expected or did you have to make changes and adapt your plan along the way? Was the behaviour changed successfully? In hindsight, was the psychological model you chose an adequate theoretical framework? Comment on any particular challenges your client faced, and any insights you gained. What would you do differently next time?

Formatting: 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. Clearly structure your report according to the 4 sections identified above.

Overall hint: Every section of the report must be strongly grounded in your chosen theoretical framework.

MARKING CRITERIA Behavioural Change Assignment

| Assignment Component | How do I achieve top marks? | Allocated Marks |
|-----------------------------|--|-----------------|
| Background/Rationale | Justify the target behaviour. Make reference to an appropriate psychological model and use the model as a theoretical framework for developing your clients behavioural change plan. | /10 |
| The Plan | Provide a clear description of the plan for change. Make sure your plan matches the theoretical framework you are working in. Use appropriate goal setting techniques in establishing the plan. | /10 |
| Outcomes | Clearly describe the outcomes of your project and how your client's progress was monitored. | /10 |
| Reflection | Comment on the success of your project. Link your experience of the project back to theoretical framework you chose. | /10 |
| 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 |
| Effort | Put an honest effort into helping your client achieve their goal and change their behaviour. Show evidence of this effort. | /5 |

Assessment Task 3 due Monday 22nd July at 9.00am via Turn-it-in on Moodle

Assessment Task 4: Final Exam (35%)

Scheduled Exam Week

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 term. 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

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

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 Wednesday 1-2pm (Vall121) | Lecture 2 Thursday 9-10am (LG03) | Lecture 3 Thursday 1-2pm (LG03) | Online Components | Practicals CSEP Rooms | Tutorial Varies | LCP Preparation (Own Time) |
|---|--|--|--|---|--|-------------------------|--|
| 1: Jun 3 | L2 Introduction: Subjective Health Screening BP | L3 Pre Exercise Screens / CV Risk Stratification BP | L4 CV Risk Assessment BP | OLL1 Being an AEP <i>(Complete before your prac class)</i> Quiz 1 | Assignment Review/ Health & Pre Ex Screening Assessments | | Identify LCP client & prep subjective Ax |
| 2: Jun 10 | No Lecture | No Lecture | L5 Healthy Built Environments ST | OLL12 Ex Ax & Prescription Review Quiz 2 | NO LABS due to PUBLIC HOLIDAY | | Health & Pre Ex Screen |
| 3: Jun 17 | L9 Metabolic Syndrome 1 DS | L10 Metabolic Syndrome 2 DS | L11 Metabolic Syndrome Case Study BP | Quiz 3 | CV Risk & New Objective Ax | Case Study 1 | Objective Ax Forms |
| Screening & Fitness Assessment Forms due Monday 24th June at 9.00am via Turn-it-in Moodle (Marked forms with feedback will be returned Friday 28th June) ☐ | | | | | | | |
| 4: Jun 24 | L13 Basics in Behaviour Change 1 NR | L14 Basics in Behaviour Change 2 NR | L15 Techniques in Behaviour Change 1 MB | Quiz 4 | LC Project Subjective Prep | Case Study 2 | Complete Health and Pre Ex Screens on Clients |
| 5: Jul 1 | L16 Techniques in Behaviour Change 2 MB | L17 Techniques in Behaviour Change 3 MB | L18 Techniques in Behaviour Change 4 MB | OLL8 PA and Health 1 Quiz 5 | Initial Client Health & Fitness Assessments | | |
| Medical Practitioner Initial Report due Monday 8th July at 9.00am via Turn-it-in Moodle ☐ | | | | | | | |
| 6: Jul 8 | L6 PA & Health 2 BP | L7 PA & Health Case BP | L20 Lifestyle & Weight 2 BP | OLL19 Lifestyle & Weight 1 Quiz 6 | Remaining Client Ax's Client Exercise Programming | | Design Ex Program |
| 7: Jul 15 | L21 Lifestyle & Weight 3 BP | L22 Lifestyle & Health 1 BP | L23 Lifestyle & Health 2 BP | OLL 24 Lifestyle & Health 3 Quiz 7 | Client Exercise Training 1 | | Train Client & Feedback |
| Behaviour Change Assignment due Monday 22nd July at 9.00am via Turn-it-in on Moodle ☐ | | | | | | | |
| 8: Jul 22 | L25 Exercise & Healthy Aging 1 DS | L26 Exercise & Healthy Aging 2 DS | L27 Exercise & Healthy Aging 3 DS | Quiz 8 | Client Exercise Training 2 | | Train Client & Feedback |
| 9: Jul 29 | L28 PA & Children AE | | L29 PA, Health & Adolescents BP | Quiz 9 | Client Exercise Training (Assessment) | | Ex Training Assessment |
| 10: Aug 5 | L30 Nutrition & PA 1 CM | L31 Nutrition & PA 2 CM | L32 Assignment Discussion BP | Quiz 10 (Case Study) | Final Client Health & Fitness Ax (Assessment) | | Final Fitness Assessment |
| 11: Aug 12 | Lifestyle Change Project Final Written Report due Monday 12th Aug at 5.00pm via Turn-it-in on Moodle ☐ | | | | | | |
| 12: Aug 13 | STUDY WEEK | | | | | | |
| 13: Aug 16 | EXAMS | | | | | | |

OLL= Online Lecture; BP= Belinda Parmenter; ST= Susan Thompson; DS= David Simar; NR= Natalie Reilly; MB= Madelyne Bisby; AE= Alexander Engel; CM= Chris Maloney

Resources for students

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.

Compulsory Textbook

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

1. American College of Sports Medicine (2018) ACSM's Guidelines for exercise testing and prescription 10th Edition Philadelphia, PA Wolters Kluwer

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. 3rd 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. 3rd Ed. Chatswood, NSW. Elsevier.

Suggested Email Memberships

1. Harvard Healthbeat <https://www.health.harvard.edu/healthbeat>
2. American Heart Association Cardiovascular Daily
<http://professional.heart.org/professional/index.jsp>

Suggested Readings

Books available at Main Library:

1. Hardman, A., and Stensel, D., (2009) Physical activity and health: The evidence explained. 2nd Ed, Milton Park, Abingdon, Routledge.
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 discussed in class will be found on the MOODLE course page:

1. Pedersen, BK and Saltin B. (2015) Exercise as medicine – evidence for prescribing exercise as therapy in 26 different chronic diseases. *Scand J Med Sci Sports Suppl* 3; 25:1-72
2. Morris, JN et al (1953) Coronary heart disease and physical activity of work. *The Lancet*
3. Australian Government Department of Health Make your move – Sit less. Be Active for Life
4. ACSM Selecting and Effectively using a pedometer
5. Foodworks User Manual
6. Eriksson, J. et al. (1997). Exercise and the metabolic syndrome. *Diabetologia*, 40, 125-135.
7. 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.
8. Pescatello, L. et al. (2004). Exercise and hypertension. *Med Sci Sports Ex*, 36, 533-553.
9. Shaw K, Gennat H, O'Rourke P, Del Mar C. Exercise for overweight or obesity. *Cochrane Database Syst Rev* (2006), 4:CD003817.
10. 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.
11. Stewart WK and Fleming, LW. (1973) Features of a successful therapeutic fast of 382 days' duration. *Postgraduate Medical Journal* 49: 203-209

Course Evaluation and Development

Each year feedback is sought from students about the courses offered in Exercise Physiology and continual improvements are made based on this feedback. [myExperience](#) 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.

Health and Safety

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: safety.unsw.edu.au

Examination Procedures and Attendance Requirements

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 Lecture Recordings+, 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). 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.

Appendix: Marking Criteria for Lifestyle Change Project (35%)

Clinical Skills Exercise Training Assessment (5%)

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

Clinical Skills Final Fitness/Exercise Assessment (5%)

| Introduction to session and Interviewing Skills (Comprehensiveness of Interview Topics) | | | | | | | | | |
|--|---|---|---|--------------|---|---|-----------|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Unsatisfactory | | | | Satisfactory | | | Excellent | | |
| Choice of Fitness Assessment (Are they appropriate to assess achievement of goals? Was it Holistic?) | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Unsatisfactory | | | | Satisfactory | | | Excellent | | |
| Fitness/Exercise Testing Skills (Correct Execution) | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Unsatisfactory | | | | Satisfactory | | | Excellent | | |
| Organisation and Efficiency (Did the assessment flow?) | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Unsatisfactory | | | | Satisfactory | | | Excellent | | |
| Overall Clinical, Ethical and Professional Competence | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Unsatisfactory | | | | Satisfactory | | | Excellent | | |

Written Report (25%)

| Assignment component | How do I achieve top marks? | Allocated Marks |
|--------------------------------------|--|-----------------|
| Screening and Exercise Assessments | <ol style="list-style-type: none"> 1. Choose and administer appropriate subjective and objective pre exercise screening tests for your client. 2. Present the pre-exercise program objective tests in an organised form that is easy to follow and compare with normative data where appropriate. | /10 |
| Dietary Analysis and Recommendations | <ol style="list-style-type: none"> 1. Ask your client to complete a 3-day food diary. 2. Use SERVE or FOODWORKs or another diet program of your choice to analyse the diet for the 3 days. 3. Compare food intake with the RDIs for macro- and micronutrients. 4. Comment appropriately (e.g. Are they getting five serves of vegetables per day?) 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. 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. | /10 |
| Goal Setting and Needs Assessment | <ol style="list-style-type: none"> 1. In conjunction with your client, set appropriate short and long term SMART goals based on their needs and desire for lifestyle change. 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. | /10 |
| Fitness Testing and Analysis | <ol style="list-style-type: none"> 1. The testing is appropriate to the goals, needs and program prescribed for the client. 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. 3. The student objectively analyses the data from any testing. 4. Analyses and conclusions derived are appropriate. | /10 |
| Strategic component | <ol style="list-style-type: none"> 1. The planned strategies for lifestyle change support the needs and goals of the client. 2. The strategies are logical, realistic and will help the client achieve their goals. 3. Client requests and feedback are an integral part of the program. | /10 |
| Education component | <ol style="list-style-type: none"> 1. The educational needs of the client have been stated. 2. There are educational strategies in place to address these client needs. 3. 4 strategies are presented to increase the client's PA and decrease the clients SB. This includes 1 strategy to Sit Less & Move More. Potential barriers and suggestions to overcome them are listed. 4. The education program supports the needs and goals of the client. 5. A list of resources to support the client's educational needs is included. | /10 |

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|-------------------------------------|--|-----|
| Activities/Exercise Program | <ol style="list-style-type: none"> 1. The exercises are clearly stated and a rationale given for each exercise. 2. The exercises and education plan address the needs and goals of the client. 3. There is a logical progression of activities that support the achievement of both short and long term goals. 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 your client. | /10 |
| Medical Practitioner Reports | <ol style="list-style-type: none"> 1. Two separate one page reports (initial and final) to the client's General Practitioner briefly outlining the assessment results, treatment plan and treatment effects is included. 2. The report is clear, concise, informative and quick to read. | /10 |
| Reflection and Overall Presentation | <ol style="list-style-type: none"> 1. A reflective report is included at the end of the client file which outlines the students views of the project. 2. The report should be well written, concise and easy to read. 3. There should be no spelling, grammatical or typographical errors. 4. Graphics and/or tables should support the information in the text. 5. The report should be double spaced and appropriately referenced. 6. Pages must be numbered. 7. The report should represent an actual client file. 8. Any justifications for lifestyle advice and exercise prescription should be appropriately referenced. | /10 |

Sample Reflection Questions for your final written report reflection/justification:

Aim for two pages double spaced

Reflection Question 1: What did you learn by completing the fitness assessments and writing the exercise program in the Lifestyle Change Project? Was it useful? How? What could you have done better?

Reflection Question 2: What did you learn when training your client in the Lifestyle Change Project? Was it useful? How? What could you have done better?

Reflection Question 3: What did you learn through completing your client's final assessment? How did the program work? Were your clients goals met? What were its strengths and weaknesses? What could you have done better for your client? Do you have any future recommendations for your client?

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

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

Skills Checklist for HESC3504 Physical Activity and Health Name _____ zID _____

| Week | Skill | Competency Established | | | | | | | |
|---|--|------------------------|--------------|----|---------|------|---------|----|---------|
| | | Date | Initial Ass. | | Comment | Date | Re-Ass. | | Comment |
| | | | Yes | No | | | Yes | No | |
| Practical Skills (Assessed as competent during weeks 4 to 7 and Graded during weeks 8 to 10) | | | | | | | | | |
| 1 | Administer a comprehensive pre-exercise screening questionnaire including one of the ESSA or ACSM risk stratification tools on another UNSW student | | | | | | | | |
| 1 | Understand and develop SMART goals for another student | | | | | | | | |
| 1-5 | Understand and administer a body map to identify injuries or musculoskeletal issues | | | | | | | | |
| 1-5 | Measure height and body mass, and then establish body mass index (BMI) | | | | | | | | |
| 1-5 | Perform waist circumference measurement and understand classification according to different ethnicities | | | | | | | | |
| 1-5 | Measure heart rate manually at rest and during exercise at radial pulse | | | | | | | | |
| 1-5 | Measure blood pressure manually at rest and during exercise | | | | | | | | |
| 1-5 | Measure ankle/brachial index at rest | | | | | | | | |
| 1-5 | Perform safe and hygienic point-of-care tests for blood lipids (triglycerides, total cholesterol, HDL and LDL) and blood glucose | | | | | | | | |
| 1-5 | Understand how to measure objective physical activity levels and the limitations associated with various devices | | | | | | | | |
| 1-5 | Complete the YMCA protocol on a cycle ergometer on another student | | | | | | | | |
| 1-5 | Complete a 6MW test on another student | | | | | | | | |
| 1-5 | Complete a step up strength assessment on another student | | | | | | | | |
| 1-5 | Complete a squat strength assessment on another student | | | | | | | | |
| 1-5 | Complete a lunge strength assessment on another student | | | | | | | | |
| 1-5 | Complete a grip strength assessment on another student | | | | | | | | |
| 1-5 | Complete a push up strength assessment on another student | | | | | | | | |
| 1-5 | Complete a plank endurance and strength assessment on another student | | | | | | | | |
| 1-5 | Complete a trunk flexor endurance assessment on another student | | | | | | | | |
| 1-5 | Complete a lateral trunk flexor endurance assessment on another student | | | | | | | | |
| 1-5 | Complete a 10RM strength assessment on another student | | | | | | | | |
| 1-5 | Complete a 1RM strength assessment on another student | | | | | | | | |
| 3-5 | Administer a comprehensive pre-exercise screening questionnaire including one of the ESSA or ACSM risk stratification tools on a client for the UNSW Lifestyle Change Project (Client will be a staff member or family friend) | | | | | | | | |

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|---|---|--|--|--|--|--|--|--|--|
| 4-5 | Select a suitable aerobic fitness assessment from the YMCA and 6MW tests and perform it on the client for the Lifestyle Change Project | | | | | | | | |
| 4-5 | Select either a 1RM or 10RM strength or functional assessment or combination of both RM and functional strength assessments from the above list and perform it on the client for the Lifestyle Change Project | | | | | | | | |
| 6-8 | Perform 3 training sessions (one per week for 3 weeks) under supervision in your timetabled lab on your client for the lifestyle change project (one to be assessed) | | | | | | | | |
| 9-10 | Complete the follow-up fitness and CV risk assessment on your client after the four week training program (to be assessed) | | | | | | | | |
| Written Skills (Assessed as competent and graded in final project report due week 10 or final exam in week 12) | | | | | | | | | |
| 1 | Develop a comprehensive pre-exercise screening questionnaire | | | | | | | | |
| 2 | Stratify cardiovascular risk according to commonly used tools (ESSA/ACSM) | | | | | | | | |
| 1-5 | Know BMI values for overweight and obese classifications, with regard for ethnicity | | | | | | | | |
| 1-5 | Know corresponding guidelines for increased cardiovascular risk according to waist circumference | | | | | | | | |
| 1-5 | Understand different questionnaires that are used to estimate physical activity levels, and apply these to various individuals | | | | | | | | |
| 4-5 | Understand and develop SMART goals for clients in Lifestyle Change Project | | | | | | | | |
| 4-5 | Understand and calculate cardiovascular risk scores in establish risk assessment tools for your lifestyle change program client (Framingham, ASCVD, etc.) | | | | | | | | |
| 4-5 | Write a one page report to your clients medical practitioner outlining the results of the initial fitness assessment | | | | | | | | |
| 4-5 | Perform a 3-day diet recall and dietary assessment with one page recommendations on your client for the lifestyle change project | | | | | | | | |
| 5 | Write an exercise program for your client for the lifestyle change project | | | | | | | | |
| 9-10 | Write a one page report to your clients medical practitioner outlining the results of the lifestyle change program you wrote and administered to your client | | | | | | | | |