



Australia's  
Global  
University

Faculty of Medicine  
School of Medical Sciences

# HESC3504

## Physical Activity and Health

COURSE OUTLINE

Term 2, 2020

CRICOS Provider Code 00098G

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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))

## Staff Contact Details

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## Course details

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**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 a lifestyle change program (including addressing diet, exercise, physical activity and sedentary behaviour) to reduce/improve cardiovascular risk in an apparently healthy adult case study.

## 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. 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 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 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 risk assessments of an apparently healthy or low-moderate cardiovascular risk adult for safe design of a lifestyle change program that uses basic diet and exercise for the primary prevention of cardiovascular disease.
5. Design 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:

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**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 reduced 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

**Online 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 to be delivered live online, to enable student participation, others are scheduled for an online delivery which you may complete in your own time. Please check the timetable carefully. The first lecture and lecture 21 are lectures delivered live with the **Course Convenor Dr Belinda Parmenter**. The remaining lectures are recordings and are designed to assist you in the weeks learning. Please ensure you have watched the lectures in order to prepare for the week.

**Online Practicals** – To assist in the development of skills in assessing health and risk and designing lifestyle change programs, online 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 the online practical classes and in your involvement in planning 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 Project on an assigned client case study. In these sessions, under the supervision of an AEP/AES, students will learn how to complete and interpret a lifestyle assessment based on a case study, in order to design a lifestyle change program for that case. This will involve interpreting results of health and fitness assessments appropriate to the client's needs, designing a progressive exercise and lifestyle change program, and defending this design. See the assessment task section following for more detail.

**Online Tutorials** – To assist in the development of exercise and lifestyle prescription skills, 2 case studies will be presented across 4 x 1-hour online tutorials from weeks 1 to 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	10%	Weeks 1-5/7-9
Assessment Task 2 - Lifestyle Change Project		
A) Case Study SOAP Notes		Week 4
B) Medical Practitioner Initial Report		Week 7
C) Written Report (Client File)	40%	Week 8
D) Case Study Oral Defence x 2	20%	Weeks 9-10
Assessment Task 3 - End of Session Examination	30%	Exam period

### Assessment Task 1: Online Quizzes (10%)

This quiz will be conducted each week from weeks 1 to 5 and 7 to 9 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 program 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 8 quizzes during weeks **are worth 10%** towards your final grade.

## Assessment Task 2: Lifestyle Change Project (60%)

You will plan and design a **Lifestyle Change Program** based on a case study assigned to you in Week 3. You need to address the individual needs of your assigned case who is an apparently healthy adult, who will have a couple of cardiovascular risk factors. The project includes the following assessments (a) a written project report and (b) 2 x oral case study defence sessions. This project will give you 20 hours toward ESSA Exercise Physiology Accreditation.

- This assessment item will be marked in multiple phases and feedback and fine tuning of your project will be ongoing in the online practicals and provided throughout the term by your AEP/AES.
- Detailed marking criteria for the lifestyle change project assessment will be provided to you in week 1.

### Phase A: Written Report (40%)

**Due Week 8 Friday 24<sup>th</sup> July at 5pm**

By the end of the term you will have collected and prepared 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 1-2 page reflection on what you learnt, what you would have liked to do better, and how you think your client would go, if this program occurred in reality. This reflection should justify your exercise prescription and behaviour change choices.

Your written report should include:

- Original client pre-exercise screening (medical, lifestyle), questions to ask during first session and your risk stratification;
- Diet diary, 1-page analysis and basic diet recommendations (400 words) (Use myfitness pal app or similar);
- A thorough Needs Assessment (4 to 6 points);
- Goal setting (3 short term and 3 long term);
- Initial fitness assessment results provided with the Case Study.
- **SOAP Notes from initial assessment session. Note: A copy of your SOAP notes must be submitted to Turnitin by the beginning of week 4; Monday 22<sup>nd</sup> June at 9.00am via Turnitin**
- Strategies to increase incidental physical activity (4 tips) and reduce sedentary behaviour (4 tips); Must include 1 strategy to Sit Less & Move More.
- Potential barriers and behaviour change strategy to overcome these barriers and change your client's behaviour. This will include a specific plan for your client to help them change 1 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. (400 words).
- **Medical practitioner initial report (one page). Note: a copy of this report must be submitted to Turnitin at the beginning of week 6; Monday 13<sup>th</sup> July at 9.00am via Turnitin**
- An Exercise Program (with progression factored in over 4 weeks) and appropriate Program Cards to record exercise training sessions;
- 1-2 page (double-spaced) reflection on what you learnt, what you would have liked to do better, and how you think your client would go, if this program occurred in reality. Sample questions you might answer are provided at the end of this course outline.

Written skills outlined in the skills checklist on page 11 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 7 of this outline.**

Detailed marking criteria will be provided to you during Week 1.

**Note 1:** Each online practical is designed to work through specific parts of this assignment. You should use your group and discussions with the AEP to help mould your project.

**Note 2:** You must submit your SOAP notes written up based on the first client session to Turnitin at the beginning of week 4 on **Monday 22<sup>nd</sup> June at 9.00am**. Your AEP will check them 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) to Turnitin by the beginning of week 7 on **Monday 13<sup>th</sup> July at 9.00am**.

**Note 4:** Your final project file, which should look like an actual client file (think Lifestyle Clinic) must be submitted with your final written report to Turnitin at the end of Week 8 on **Friday 24<sup>th</sup> July at 5.00pm**.

**Note 5:** During Week 8 practicals you will have the chance to practice Case Study Oral Defence's. Any feedback given to you during these practice sessions, should be used to adjust/update/correct your final client file and report and will prepare you for your assessments in Week's 9 and 10. Take advantage of the AEP available to you during this time.

### **Phase B: Case Study Oral Defence (20%)**

**Weeks 9-10**

You will be allowed to practice your skills for this defence in week 8, you will then complete a formal assessment of your defence with an AEP during weeks 9-10, one in each week.

1<sup>st</sup>: This will be scheduled during your lab time in **week 9**. You will be asked a number of questions about your exercise program. This will include why you designed the program the way you did, why you chose specific exercises, how you phased your progression, how do the patient's risk factors affect your prescription etc. You will have 10 minutes to answer questions and defend your exercise program. Marks allocated to this assessment are 10%.

2<sup>nd</sup>: This will be scheduled during your lab time in **week 10**. You will be asked a number of questions about your overall lifestyle change program. This will include how you improved your client's incidental PA, reduced sedentary behaviour, what changes you made to your client's diet, why? What behaviour change technique did you use to assist with the lifestyle change etc. You will have 10 minutes to answer questions and defend your exercise program. Marks allocated to this assessment are 10%.

### **Assessment Task 3: Final Exam (30%)**

Scheduled Exam Week

### **Submission of Assessment Tasks**

All assessment tasks related to the Lifestyle Change Project 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. Quizzes and the Final Exam will be delivered online via Moodle.

**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 Monday 1-2pm (All lectures online)	Lecture 2 Monday 3-4pm (All lectures online)	Lecture 3 Tuesday 4-5pm (All lectures online)	Weekly Quiz (Online)	Practicals Online as timetabled	Tutorial Online
1: Jun 1	L1 Introduction: Being an AEP <b>Live Delivery Online (BP)</b>	L2 Subjective Health & Exercise Screening	L3 CV Risk Stratification	<b>Quiz 1</b>	Assignment Review/ Health & Pre-Ex Screening Assessments, FA Review	Case 1a
2: Jun 8	L4 CV Risk Assessment*	L5 Healthy Built Environments*	L6 Metabolic Syndrome 1	<b>Quiz 2</b>	<b>Online Case Risk Assessments &amp; Home PA Exercise (Complete in own time)</b>	Case 1b
3: Jun 15	L7 Metabolic Syndrome 2	L8 Basics in Behaviour Change 1	L9 Basics in Behaviour Change 2	<b>Quiz 3</b>	CV Risk Assessments, Case Study Assignment & PES prep	Case 2a
<b>Case Study 1 SOAP Notes due Monday 22<sup>nd</sup> June at 9.00am via Turn-it-in Moodle</b> (Marked forms with feedback will be returned by Sunday 28 <sup>th</sup> June)						
4: Jun 22	L10 Techniques in Behaviour Change 1	L11 Techniques in Behaviour Change 2	L12 Techniques in Behaviour Change 3	<b>Quiz 4</b>	LCP 1: Case Study PES Review & Risk Ax. Subjective and Objective Ax Evaluation	Case 2b
5: Jun 29	L13 Techniques in Behaviour Change 4	L14 PA & Health 1	L15 PA & Health 2	<b>Quiz 5</b>	LCP 2: Behaviour Change Ax, Exercise Programming, Diet Analysis & Recommendations	
6: Jul 6	<b>Flexibility Week (No new work)</b>					
<b>Medical Practitioner Initial Report due Monday 13<sup>th</sup> July at 9.00am via Turn-it-in Moodle</b>						
7: Jul 13	L16 Lifestyle & Weight 1	L17 Lifestyle & Weight 2	L18 Lifestyle & Health 1	<b>Quiz 6</b>	LCP 3: SOAP Notes, Tips to ↓SB/↑PA, ReAx Evaluation	
<b>Lifestyle Change Project Final Written Report due Friday 24<sup>th</sup> Jul at 5.00pm via Turn-it-in on Moodle</b>						
8: Jul 20	L19 Lifestyle & Health 2	L20 Exercise & Healthy Aging 1	L21 Assignment Discussion <b>Live Delivery Online (BP)</b>	<b>Quiz 7</b>	LCP 4: Oral Case Study Defence Practice	
9: Jul 27	L22 Exercise & Healthy Aging 2	L23 Exercise & Healthy Aging 3	L24 PA & Children	<b>Quiz 8</b>	Client Exercise Program Oral Defence ( <b>Assessment</b> )	
10: Aug 3	L25 PA, Health & Adolescents	L26 Nutrition & PA 1	L27 Nutrition & PA 2		Client Lifestyle Change Project Defence ( <b>Assessment</b> )	
11: Aug 10	<b>STUDY WEEK</b>					
12-13: Aug 14-27	<b>EXAMS</b>					

BP= Dr Belinda Parmenter; \*Note: Though this is scheduled on a Public Holiday, it is not a live delivery. All lecture recording's will be available to listen to at any time. L1 and L21 will be Live to enable questions



## Resources for students

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See also: [Learning Resources](#)

### Computing Facilities

You should use an App such as myFitness pal from the App Store to complete your dietary assessment and recommendations. We have a new online exercise program for you to use called Physitrack. You can access Physitrack free of charge, with a university subscription. We will provide you with the details to login to this program during Week 1.

### 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. 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.

### 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. 2<sup>nd</sup> 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. 3<sup>rd</sup> 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

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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. [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

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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: [safety.unsw.edu.au](http://safety.unsw.edu.au)

## Examination Procedures and Attendance Requirements

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Online attendance is expected for all tutorials and practical sessions for this course. Lectures are recorded, so you are welcome to listen to them at any time during the week they are scheduled for. Attendance at all practical sessions and tutorial 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.

### 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. Supplementary exam period for Term 2 is 7<sup>th</sup> -11<sup>th</sup> September 2020.

### 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.

# Skills Competency Checklist for HESC3504 Physical Activity and Health

Name: \_\_\_\_\_ zID: \_\_\_\_\_ AEP: \_\_\_\_\_

Skill	Date	Competent	
		Yes	No
Develop/review a comprehensive pre-exercise screening questionnaire			
Administer a comprehensive pre-exercise screening questionnaire including one of the ESSA or ACSM risk stratification tools on another UNSW student			
Understand and develop SMART goals for another student			
Design a lifestyle change program to adequately address these SMART goals and ensure program addresses SMART goals and attempts to achieve them			
Stratify cardiovascular risk according to commonly used tools (ESSA/ACSM) and select CV monitoring for exercise for cardiovascular risk stratification appropriately			
Know BMI values for overweight and obese classifications, with regard for ethnicity			
Understand classification of waist circumference measurement according to different ethnicities			
Know corresponding guidelines for increased cardiovascular risk according to waist circumference			
Understand different questionnaires that are used to estimate physical activity levels, and apply these to various individuals			
Understand how to measure objective physical activity levels and the limitations associated with various devices			
Understand and develop SMART goals for client in Lifestyle Change Project			
Understand and calculate cardiovascular risk scores in establish risk assessment tools for your lifestyle change program case study (Framingham, ASCVD, etc.)			
Select a suitable aerobic fitness assessment from the YMCA, Trd and 6MW tests appropriate for client case study assigned for the Lifestyle Change Project			
Select either a 1RM or 10RM strength or functional assessment or combination of both RM and functional strength assessments appropriate for client case study assigned for the Lifestyle Change Project			
Write a one page report to your clients medical practitioner outlining the results of the initial fitness assessment			
Perform a 3-day diet recall and dietary assessment with one page recommendations on your client for the lifestyle change project			
Write an exercise program for your client for the lifestyle change project			
Write adequate SOAP notes based on initial session results from the case study			
Write a one page report to your clients medical practitioner outlining the results of the lifestyle change program you designed and administered to your client			

Comments:

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