

HESC3581

Exercise Prescription in Diverse Populations

Course Outline
Term 2, 2022

School of Health Sciences
Faculty of Medicine & Health

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenors	Dr Kemi Wright	kemi.wright@unsw.edu.au	By appointment Mon-Fri, 8-4 Wallace Wurth 202	Ph: 9348 1087
	Ms Nancy van Doorn	n.vandoorn@unsw.edu.au	By appointment Tues-Thurs 8-4 Wallace Wurth 202	Ph:9348 0030

2. Course information

Units of credit: 6

Pre-requisite(s): HESC3504 and HESC3541

Teaching times and locations: <http://www.timetable.unsw.edu.au>

2.1 Course summary

This course focuses on the role of engaging diverse populations in physical activity and exercise. Students are provided with the opportunity to develop an understanding of specific needs for engaging in physical activity, including specific limitations, considerations, individualisation of testing and training procedures. This course examines current literature regarding the impact of physical activity on the health status of a diverse range of populations. Target populations covered in this course include children, corporate health, women's health issues (menopause, pregnancy, gestational diabetes) and indigenous populations; as well as people with cancer, chronic kidney disease, mental health disorders, and sleep disorders. This course offers a mixture of traditional and interactive (case study) approaches to learning. Lectures will build on material presented in HESC3504 (Physical Activity and Health) and HESC3541 (Clinical Exercise Physiology) and in-depth knowledge on these diverse populations will be provided.

2.2 Course aims

This course examines the role and impact of physical activity on a range diverse populations (e.g., mental health, kidney disease, children). The course also covers lifestyle prescription for these diverse populations.

2.3 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Demonstrate foundational knowledge of diverse populations (including children, women’s health issues, different cultural backgrounds) and other conditions (including people with chronic kidney disease, mental health disorders) and their exercise needs
2. Describe the effects of regular physical activity on health outcomes in a diverse range of populations
3. Demonstrate an ability to design safe, evidence-based and culturally appropriate lifestyle interventions for a range of diverse populations, including exercise interventions, treatment goals and specific needs for the target conditions
4. Demonstrate an understanding of individual differences in response to physical activity and exercise, and their implications
5. Describe the role of an Exercise Physiologist in delivering multidisciplinary care across a variety of diverse populations for effective exercise-based intervention strategies

2.4 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Related Tasks & Assessment
CLO 1	Demonstrate foundational knowledge of diverse populations (including children, women’s health issues, different cultural backgrounds) and other conditions (including people with chronic kidney disease, mental health disorders) and their exercise needs	Online Quiz Exercise Prescription Write Ups End of Session Examination
CLO 2	Describe the effects of regular physical activity on health outcomes in a diverse range of populations	Online Quiz Exercise Prescription Write Ups End of Session Examination
CLO 3	Demonstrate an ability to design safe, evidence-based and culturally appropriate lifestyle interventions for a range of diverse populations, including exercise interventions, treatment goals and specific needs for the target conditions	Exercise Prescription Write Ups e-Portfolio Reflections

CLO 4	Demonstrate an understanding of individual differences in response to physical activity and exercise, and their implications	Online Quiz Exercise Prescription Write Ups e-Portfolio Reflections End of Session Examination
CLO 5	Describe the role of an Exercise Physiologist in delivering multidisciplinary care across a variety of diverse populations for effective exercise-based intervention strategies	e-Portfolio Reflections

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Learning activities occur on the following days and times:

- Online lectures (asynchronous): 1-3 hours/week
- Case study tutorials: 1½ hours/week
- Discussion forums: 1 hour/week

HESC3581 consists of weekly lectures, case study-based tutorials and discussion forums. Lectures will provide you with the concepts and theory essential for understanding how physical activity impacts on the health of diverse populations. Lectures will include the aetiology of target conditions, examination of current evidence base regarding the impact of physical activity, strategies for effective clinical management, and the effects and implications of exercise on target conditions.

To assist in the development of exercise prescription skills, problem-based learning sessions (case studies) will be held weekly. Tutorial sessions will allow students to engage interactively with your peers in a more interactive form of learning than is possible in the online lectures. You will learn skills in planning and implementing a lifestyle change programs to aid in your development as an Accredited Exercise Physiologist. Discussion forums which will provide additional contextual information are a mix of additional information and a chance to ask questions to the lecturers/experts.

Case study tutorials and discussion forums are compulsory and content directly relates to the preceding online lectures. Please note: these sessions will NOT be recorded.

Timetable can be viewed here: <http://timetable.unsw.edu.au/2022/HESC3581.html>

3.2 Expectations of students

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 total approximately 50 hours throughout the term and students are expected (and strongly recommended) to do at least the same number of hours of additional study.

Attendance at tutorial classes and discussion forums are compulsory and will be recorded via a class roll at the start of each class. Arrival more than 15 minutes after the start of the class will be recorded as non-attendance. Students who miss tutorial classes due to illness or for other reasons must submit a copy of medical certificates or other documentation to the course coordinator.

4. Course schedule and structure

Week w/c	Online lectures (Pre-recorded)	Discussion forum (live online)	Case Study Tutorials (face to face)
1 30/5	Course Introduction Paediatrics	<i>No discussion forum this week</i>	Exercise prescription in healthy children & in clinical paediatric populations
2 6/6	Metabolic/Respiratory/Infectious Disease	Exercise prescription in children: healthy & in clinical populations	Writing Exercise Prescriptions
3 13/6	Mental Health 1	<i>No discussion forum this week</i>	Mental health and Exercise 1
4 20/6	Mental Health 2	Exercise & Mental Illness	Mental health and Exercise 2
5 27/6	Oncology	Exercise oncology	Exercise oncology case studies
6 4/7	<i>Flexibility week</i>		
7 11/7	Renal	<i>No discussion forum this week</i>	Chronic Kidney Disease 1
8 18/7	Cultural Considerations	Culturally diverse populations	Chronic Kidney Disease 2: exercise prescription in CKD
9 25/7	Women's Health 1	<i>No discussion forum this week</i>	Exercise and pregnancy & post-partum
10 1/8	Women's Health 2	Women's Health	Exercise prescription in Women's Health

Please refer to Moodle for further details of the schedule

Exam Period: 12 August – 25 August

Supplementary Exam Period: 5 September – 9 September

5. Assessment

5.1 Assessment tasks

Assessment task	Length	Weight	Mark	Due date and time
Assessment 1: Exercise Prescription Write-ups	1000 word limit	20%	20	Week 5
Exercise Prescription Write-ups	1000 word limit	20%	20	Week 9
Assessment 2: Online Quiz: Quiz 1 Quiz 2 Quiz 3 Quiz 4	7 questions 10 questions 7 questions 6 questions	15 %	15	Week 3,5,8,10
Assessment 3: e-Portfolio Reflections	500 words	10%	10	Week 9
Assessment 4: End of Session Examination	2 hr	35%	35	See exam timetable

Full submission guidelines (including submission dates) and marking criteria are available through the 'Assessments' section of Moodle.

Further information

UNSW grading system: <https://student.unsw.edu.au/grades>

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

5.2 Assessment criteria and standards

Assessment Task 1 (AT1)– Exercise Prescription Write-Ups (40%)

Two exercise/ lifestyle prescription write-ups will be required. There will be a 1,000 word limit for each prescription not including figures, diagrams and references. Scenario 1 is on a compulsory topic **due in Week 5**. A choice of scenarios will be provided for the second write-up based on one of the populations relevant to the course content of HESC3581, which is **due in Week 9**. A full description of this assessment task can be found on Moodle.

Assessment Task 2 (AT2) – Online Quiz (15%)

There will be 4 quizzes, based on the lectures and tutorials in the preceding weeks. The quizzes will be worth a total of 15% of the course grade. You need to complete each quiz within the timeframe nominated for that quiz. You **MUST** gain full marks for each quiz to be awarded the marks for that quiz. There are no part marks. You may attempt each quiz multiple times within the allotted period, though each attempt may have different questions.

Assessment Task 3 (AT3) – e-Portfolio Reflections (10%)

The e-Portfolio Reflection assessment encourages you to reflect on different aspects of your learning journey in this course in two of the populations presented in the discussion forums. You will be asked to reflect on what it is like working as an Exercise Physiologist in that diverse population, opportunities to enhance health care, challenges faced and how you would work and integrate your knowledge in this population. More detailed information will be provided on Moodle. You will be required to submit the reflection entry to Moodle (via Turnitin).

Assessment Task 4 (AT4) – End of Session Examination (35%)

The end of session examination will be an online examination held during the final examination period in August, and will cover ALL material presented in lectures and tutorials.

5.3 Submission of assessment tasks

Late Submission

Late submissions will be penalized at 5% per day capped at five days (120 hours). Students will not be permitted to submit their assessments after this date.

Special Consideration

If you experience a short-term event beyond your control (exceptional circumstances) that impacts your performance in a particular assessment task, you can apply for Special Considerations.

You must apply for Special Consideration **before** the start of your exam or due date for your assessment, except where your circumstances of illness or misadventure stop you from doing so.

If your circumstances stop you from applying before your exam or assessment due date, you must **apply within 3 working days** of the assessment, or the period covered by your supporting documentation.

More information can be found on the [Special Consideration website](#).

5.4. Feedback on assessment

For online quizzes, students will receive their mark once the quiz has closed.

For the Exercise Prescription write ups and reflection, feedback will be provided via TurnItIn in Moodle.

6. Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Please use Vancouver or APA referencing style for this course.

Further information about referencing styles can be located at

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

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

*Further information about academic integrity and **plagiarism** can be located at:*

- The Current Students site <https://student.unsw.edu.au/plagiarism>, and
- The ELISE training site <https://subjectguides.library.unsw.edu.au/elise>

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

7. Readings and resources

Additional readings and resources will be provided on Moodle where relevant

- Williamson, P. (2nd Ed 2018). *Exercise for Special Populations*. Wolters Kluwer, USA.
- Ehrman, J.K., Gordon, P.M., Visich, P.S., Keteyian, S.J. (4th Edition 2019). *Clinical Exercise Physiology*. Human Kinetics, USA.
- LeMura, L.M., von Duvillard, S.P. (2004). *Clinical Exercise Physiology*. Lippincott, Williams & Williams, USA.
- Bouchard, C., Blair, S.N., & Haskell, W.L. (2012). *Physical Activity and Health. 2nd Edition*. Human Kinetics, USA.

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

8. Administrative matters

Student enquiries should be submitted via student portal <https://portal.insight.unsw.edu.au/web-forms/>

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- *Student Wellbeing and Health* <https://www.student.unsw.edu.au/wellbeing>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/services/students>
- *UNSW Student Life Hub*: <https://student.unsw.edu.au/hub#main-content>
- *Student Support and Development*: <https://student.unsw.edu.au/support>
- *IT, eLearning and Apps*: <https://student.unsw.edu.au/elearning>
- *Student Support and Success Advisors*: <https://student.unsw.edu.au/advisors>
- *Equitable Learning Services (Formerly Disability Support Unit)*: <https://student.unsw.edu.au/els>
- *Transitioning to Online Learning* <https://www.covid19studyonline.unsw.edu.au/>
- *Guide to Online Study* <https://student.unsw.edu.au/online-study>