

HESC 4551

Research Project

Course Outline
Term 2, 2022

School of Health Sciences
Faculty of Medicine & Health

Table of Contents

| | |
|--|-----------|
| 1. Staff | 3 |
| 2. Course information | 3 |
| 2.1 Course summary | 3 |
| 2.2 Course aims | 3 |
| 2.3 Course learning outcomes (CLO) | 3 |
| 2.4 Relationship between course learning outcomes and assessments | 4 |
| 3. Strategies and approaches to learning | 4 |
| 3.1 Learning and teaching activities | 4 |
| How the course relates to other courses in the Exercise Physiology program | 4 |
| 3.2 Expectations of students | 5 |
| 4. Course schedule and structure | 6 |
| 5. Assessment | 7 |
| 5.1 Assessment tasks | 7 |
| 5.2 Assessment criteria and standards | 7 |
| Research Proposal Marking Scheme - Review HESC 4551 | 9 |
| Assessment Task 2 – <i>ORAL PRESENTATION</i> | 10 |
| Oral Presentation Marking Scheme - Review HESC 4551 | 11 |
| Assessment Task 3 – <i>WRITTEN REVIEW</i> | 12 |
| Literature review Marking Scheme - Review HESC4551 | 13 |
| 5.3 Submission of assessment tasks | 14 |
| 5.4. Feedback on assessment | 14 |
| 6. Academic integrity, referencing and plagiarism | 14 |
| 7. Readings and resources | 15 |
| 8. Administrative matters | 15 |
| 9. Additional support for students | 15 |

1. Staff

| Position | Name | Email | Consultation times and locations | Contact Details |
|-----------------|------------------------------|--|--|-----------------|
| Course Convenor | Dr Chris Maloney (CM) | c.maloney@unsw.edu.au | 9- 5 Mon to Fri Level 2 Wallace Wurth | 9385 1362 |
| Lecturer | Dr Chris Maloney (CM) | | | |
| Tutors | Dr Chris Maloney (CM) | | | |

2. Course information

Units of credit: 6UOC

Pre-requisite(s): MATH1041 and HESC4501

Teaching times and locations:

<http://timetable.unsw.edu.au/2022/HESC4551.html>

2.1 Course summary

This course will lead on from the prerequisite course, HESC4501 Exercise Physiology Research Seminars, and will give students experience in conducting a literature review on a self-selected topic related to exercise physiology. It is primarily a self-directed project that involves deciding on a research question/topic and addressing this question by a narrative review of the literature. Assessment tasks will provide experience in a range of research activities such as preparation of research proposals, review of the literature, and oral presentations.

2.2 Course aims

Aim of this course is to prepare students to be leaders in the field of Exercise Physiology. The tasks prepare the students for independent research, a necessary skill that an AEP uses to align what they do with best practice based on the current literature.

2.3 Course learning outcomes (CLO)

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

1. Synthesize and analyse data from review of scientific literature
2. Develop an understanding of current techniques used in biomedical research
3. Develop skills in critically evaluating research articles and writing a literature review
4. Be able to organise, present and discuss research data

2.4 Relationship between course learning outcomes and assessments

| Course Learning Outcome (CLO) | LO Statement | Related Tasks & Assessment |
|-------------------------------|---|--|
| CLO 1 | Synthesize and analyse data from review of scientific literature | Research Proposal Written Report Oral Presentation |
| CLO 2 | Develop an understanding of current techniques used in biomedical research | Research Proposal Written Report Oral Presentation |
| CLO 3 | Develop skills in critically evaluating research articles and writing a literature review | Research Proposal Written Report Oral Presentation |
| CLO 4 | Be able to organise, present and discuss research data | Research Proposal Written Report Oral Presentation |

3. Strategies and approaches to learning

3.1 Learning and teaching activities

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

Together with Research Seminars (HESC4501), this 4th year course builds upon the knowledge accumulated **throughout the whole program**. It uses previously understood fundamental concepts to build the necessary critical thinking towards professional independence.

Although the primary source of information for this course is the scientific literature itself, effective learning can be enhanced through self-directed use of other resources such as textbooks and Web based resources to enhance your research skills. The seminar session is essential to prepare for you for listening to and presenting scientific knowledge in a way that is accessible and understandable. This skill will be invaluable to you when you are on placement, and you will use this skill daily in your working career.

Students will receive guidance on the literature review process from the course convenor via a lecture/ interactive seminar.

Learning activities occur on the following days and times:

Lecture:

There will be one Introductory lecture/ discussion session: Week 1, Wednesday (2 hours session) **STUDENTS** are **requested** to attend this session (conducted online via BBCollaborate).

Guidance Sessions:

These 30 minute sessions will be offered to students in week 5, **upon request**. If you wish to have guidance, please email the convenor in week 4 to arrange a mutually convenient time to meet

These can be done Via Teams or Phone if convenient. These sessions are short (~30mins) so come prepared.

Seminar Session:

These 2 hour sessions will be held in **week 8**, you are required to attend the **whole of the session** that you are **presenting** in. You therefore must ensure that this session does not clash with other commitments.

| Class Type | Date | Weeks | Location | Size |
|------------|---------------|-------|---------------------------------|------|
| Lecture | Wed 9AM-11AM | 1 | Online BB Collaborate | 50 |
| Seminar | Tue 3PM-5PM | 8 | Wallace Wurth LG02 (K-C27-LG02) | 10 |
| | Wed 9AM-11AM | 8 | Wallace Wurth LG02 (K-C27-LG02) | 10 |
| | Wed 11AM-1PM | 8 | Wallace Wurth LG02 (K-C27-LG02) | 10 |
| | Thurs 3PM-5PM | 8 | Wallace Wurth LG02 (K-C27-LG02) | 10 |
| | Fri 11AM-1PM | 8 | Bioscience G07 (K-D26-G07) | 10 |

3.2 Expectations of students

Students are expected to attend all scheduled activities for their full duration (2 hours of lecture in week 1 and one two hours seminar session in week 8). 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 contact sessions for this course add to 4 hours throughout the term. Thus, students are expected to do the bulk (~145 hours) of the study independently. Thus it is a critical part of this course to be self-disciplined and commit time weekly to ensure the tasks are advanced progressively over the term.

Independent study:

Independent studies will be an essential component of the course, as you will be asked to retrieve publications from databases, synthesise and have critical reading on what you will present. You will also need to finalise an individual talk outside of course contact hours. This strategy is to foster your independence as an exercise scientist/physiologist to gather information to inform your practice facilitating an evidence-based approach.

4. Course schedule and structure

| Week [Date/Session] | Date | Activity [Learning opportunity] | Details |
|---------------------|---|---------------------------------|---|
| Week 1 | Wednesday 1 st June | Introductory Seminar | Introductory Lecture: ONLINE Session will overview the course |
| Week 2 | Wednesday 8 th June | Topic of Review | Decide your review topic, upload to Moodle |
| Week 3 | Sunday 19 th June | Research Proposal | Assessment task 1 is to be submitted no later than 11pm Sunday of WEEK 3. |
| Week 4 | Please EMAIL to arrange a time in week 5 | Guidance session | Students wishing to get guidance on their review can email the convenor before Thursday evening to arrange a convenient time in week 5. |
| Week 5 | Week starting Monday 27 th June | Guidance sessions | A prearranged 30-minute meeting. |
| Week 7 | | | |
| Week 8 | Week starting Monday 18 th July | Oral Presentation | Assessment task 2 to be submitted no later than 11 PM Sunday of WEEK 7 (i.e., the PowerPoint presentation to be used during your Oral presentation is to be posted via Moodle). |
| Week 9 | | | |
| Week 10 | Friday 5 th August | Written Report | Assessment task 3 is to be submitted no later than FRIDAY WEEK 10 (i.e., the final written report is to be posted via Moodle). |

Exam Period: 12 August – 25 August

Supplementary Exam Period: 5 September – 9 September

5. Assessment

5.1 Assessment tasks

| Assessment task | Weight | Mark | Due date and time |
|--|--------|------|-----------------------------|
| Assessment 1: <i>RESEARCH PROPOSAL</i> | 20% | 10 | 11pm 19 th June |
| Assessment 2: <i>ORAL PRESENTATION</i> | 30% | 20 | 11pm 17 th July |
| Assessment 3: <i>WRITTEN REPORT</i> | 50% | 50 | 11pm 5 th August |

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

A primarily self-directed project that involves deciding on a research question/topic and addressing this question by a **narrative review** of the literature.

In some instances, the literature review may be completed under the guidance of an academic.

Your literature review topic should be determined by the [Wednesday week 2](#).

Literature review - Assessment Task 1 – RESEARCH PROPOSAL

Learning Outcomes

- To clearly define a research question
- Provide a brief background and rationale for the review
- Provide an overview of the methods and the hypothesis
- To synthesize and present data from a critical review of the literature

The Proposal is to be a concise overview of the research topic, rational and relevance to exercise physiology, any hypotheses and any protocols or procedures being used, with a discussion on potential outcomes

General Assessment Guidelines:

Word Count – 1000-1500 word limit

| | Unsatisfactory | Below Average | Satisfactory | Good | Excellent |
|---|--|---|--|---|--|
| BACKGROUND Introduction to the area being reviewed | Introduction lacking detail | Minimal Detail given. Some relevant background. | Clear account of the scientific background | Concise and clear account of the scientific background | Very concise and clear account of the scientific background |
| RATIONALE Aims, Why review being done, search strategies, inclusion exclusion criterion | Poor rationale for the review and poor logic | Attempted to give a logical rational but lacks detail | Good rationale provided and sound logic demonstrated | Clear and logical rationale for the review/research area | Very concise, clear and logical rationale for the review/research area |
| POSSIBLE CLINICAL SIGNIFICANCE | Poor association between the possible clinical significance and the background and review outline | Minimal association between the possible clinical significance and the background and review outline | Association between the possible clinical significance and the background and review outline | Links between the possible clinical significance and the background and review outline | Very clear links between the possible clinical significance and the background and review outline |
| Overview of reviews structure/ area being reviewed with reference to literature | Poor overview of structure seems disjointed with no connections to background and previous studies | Poor overview of structure, Minimal discussion or relation to previous studies | Review structure is sound with reference to previous studies | Review structure is clear and logical with reference to some seminal studies | Review structure is excellent and logical with reference to the seminal scientific studies |
| STYLE/ PRESENTATION | Disjointed flow of ideas. Sentences poorly constructed. Non-professional expression and lacking style. Many grammatical or spelling errors | Poor flow of ideas some poor language. Style is colloquial. some grammatical or spelling errors noted | A good flow of ideas. Sentences well-constructed adequate professional expression and style. A grammar or spelling error | Clear flow of ideas. Sentences well-constructed and professional expression and style used. Delivery clear. | Very clear and logical flow of ideas. Sentences very well constructed and professional expression and style used. Delivery very clear and technical. No errors |

Research Proposal Marking Scheme - Review HESC 4551

Student Date

Examiner

**Mark /10
converted
to /20**

| Background <i>Overview of field:</i> | Max. Marks = 4 | Unsatisfactory (mark = 0) | Below average (0.5) | Satisfactory (mark = 1.0) | Good (mark = 1.5) | Excellent (mark = 2.0) | Mark |
|---|-----------------------|----------------------------------|-----------------------------|----------------------------------|---------------------------|-------------------------------|-------------|
| Clear description of field investigated | 2 | | | | | | |
| Aims adequately explained | 2 | | | | | | |
| Content | Max. Marks = 4 | Unsatisfactory (mark = 0) | Below average (0.25) | Satisfactory (mark = 0.5) | Good (mark = 0.75) | Excellent (mark = 1.0) | Mark |
| How is this review adding to the field | 1 | | | | | | |
| Scope of review explained | 1 | | | | | | |
| Methods described briefly (i.e. search criterion, major methods used) | 1 | | | | | | |
| Overview of review structure (refers to current literature) | 1 | | | | | | |
| Presentation <i>Readability:</i> | Max. Marks = 2 | Unsatisfactory (mark = 0) | Below average (0.25) | Satisfactory (mark = 0.5) | Good (mark = 0.75) | Excellent (mark = 1.0) | Mark |
| Able to be understood by an educated but non-expert reader | 1 | | | | | | |
| Grammar, spelling, and concise sentence structure | 1 | | | | | | |

Comments:

.....

Assessment Task 2 – ORAL PRESENTATION

Of the format **6 minutes** presentation, 2 minutes questions/discussion followed by 2 minutes of Feedback/ direction from the markers

Learning Outcomes

- To be able to organise, present and discuss a research topic
- To generate original scientific illustrations

Assessment Criteria

Use this to guide your preparation of the presentation. Note that the marking scheme on next page will be used to grade your presentation. Each category will be marked on a sliding scale from 0 to full marks for that division.

| Presentation | Unsatisfactory | Below Average | Satisfactory | Good | Excellent |
|---|---|---|--|---|---|
| Overview – rationale for review & selection of appropriate scientific journal articles relevant to the project | <p>Selection of articles inappropriate for the assignment (e.g. textbook chapters).</p> <p>No attempt to identify clinical relevance.</p> | <p>Selection of some appropriate articles (original research articles or reviews).</p> <p>Unclear at times, with minimal description of the clinical relevance.</p> | <p>Selection of appropriate articles (original research articles or reviews).</p> <p>Clear and accurate description of the clinical relevance.</p> | <p>Selection of appropriate original research articles.</p> <p>Clear and accurate description of the clinical relevance. Possibly critical thought</p> | <p>Selection of appropriate original research articles.</p> <p>Clear and accurate description of the clinical relevance. Some critical thought.</p> |
| Body of the Presentation <ul style="list-style-type: none"> ▪ Background, If appropriate Hypothesis ▪ Aims ▪ Methods to be used ▪ Discussion | <p>Incomplete and inaccurate overview of articles. Lacking, or inaccurate, details for all or some of the purpose and methods</p> <p>Some attempt to identify the clinical relevance.</p> | <p>Below average overview of the articles. Minimal detail for purpose and methods of review.</p> | <p>Good overview of the articles. Report purpose and methods of own study.</p> | <p>Good overview of the topic area, articles, Reports purpose and methods of own study. Some attention to the key details.</p> | <p>Very clear description of topic area, research plan and methodology to be used.</p> <p>Very good critical analysis of topic including strengths and limitations of study design</p> |
| Quality of the presentation <ul style="list-style-type: none"> ▪ Presentation style ▪ Clarity of slides ▪ Allocation of time ▪ Ability to correctly interpret & answer questions | <p>Presentation style poor read most of presentation with little eye contact.</p> <p>Slides not clear. Slides overcrowded.</p> <p>Little use of figures and diagrams.</p> <p>Presentation goes over/significantly under time.</p> <p>Unable to interpret and answer most questions.</p> | <p>Below average presentation style with some eye contact. Read some.</p> <p>Some unclear slides. Some use of figures and diagrams.</p> <p>Over time.</p> <p>Answered some questions with reasonable accuracy</p> | <p>Good presentation style with some eye contact.</p> <p>Mostly clear slides.</p> <p>Uses figures and diagrams.</p> <p>Keeps to time.</p> <p>Answers most questions with reasonable accuracy</p> | <p>Good presentation style with eye contact.</p> <p>Clear slides. Good use of figures and diagrams. Adheres to the prescribed format. Keeps to time.</p> <p>Understands questions and answers them with reasonable accuracy</p> | <p>Clear, fluent and concise presentation with good eye contact.</p> <p>Clear slides without overcrowding. Clear figures and diagrams. Adheres to the prescribed format. Keeps to time & appropriate allocation of time.</p> <p>Accurate answers to questions</p> |

Oral Presentation Marking Scheme - Review HESC 4551

Mark /20
converted to
/30

Student Date

Examiner

| Background (Context) | Max. Marks = 4 | Unsatisfactory (mark = 0) | Below average (0.5) | Satisfactory (mark = 1.0) | Good (mark = 1.5) | Excellent (mark = 2.0) | Mark |
|--|-------------------------------|--------------------------------------|------------------------------------|--|----------------------------------|-----------------------------------|-------------|
| Review topic justified and relevant to Ex Phys. | 2 | | | | | | |
| Aims/ Scope of Review adequately explained | 2 | | | | | | |
| Content | Max. Marks = 4 | Unsatisfactory (mark = 0) | Below average (0.5) | Satisfactory (mark = 1.0) | Good (mark = 1.5) | Excellent (mark = 2.0) | Mark |
| Enough information given to understand topic | 2 | | | | | | |
| Information is focussed and on topic, evidence from current literature is apparent | 2 | | | | | | |
| Slides appearance & Presentation Style | Max. Marks = 8 | Unsatisfactory (mark = 0) | Below average (0.5) | Satisfactory (mark = 1.0) | Good (mark = 1.5) | Excellent (mark = 2.0) | Mark |
| Used pictures, diagrams & tables: Effectively explained | 2 | | | | | | |
| Confident voice, audience engagement & timing (not too short/long, not read) | 2 | | | | | | |
| Able to be understood by an educated but non-expert reader | 2 | | | | | | |
| Slides attractive Font size & colour easy to read | 2 | | | | | | |
| Conclusions | Max. Marks = 4 | Unsatisfactory (mark = 0) | Below average (0.5) | Satisfactory (mark = 1.0) | Good (mark = 1.5) | Excellent (mark = 2.0) | Mark |
| Summary of strengths & weaknesses | 2 | | | | | | |
| Ability to interpret & answer questions | 2 | | | | | | |

Comments:

.....

Assessment Task 3 – WRITTEN REVIEW

Learning Outcomes

- To read, assess, and synthesis the literature of a chosen area
- To be able to write a literature review

The review article should follow the following guidelines:

Title – Up to 20 words, Student number and name

Abstract – Up to 300 words (should be updated to include interpretation of literature reviewed)

Key words – Up to five key words defining the topic developed in the review

Introduction

Body of text } Up to 3,000 words

Conclusion

It is advisable to use appropriate sub headings to section off distinct areas of the literature being reviewed

Figures and Tables – if appropriate include no more that 3 to 5 figures or tables including legends

References – Up to 30 references of original research articles (> 15 references). No **review articles** should be

cited in main sections (ok in the introduction/ background section).

Article should be formatted, 1.5 line-spacing, Margins 2.5 cm. Body text: 12 font. Illustration legend text 10 font.

Total Word Count ~3500 +/- 10%. The file should be a word document (.doc or .docx format).

General Assessment Guidelines

| Report | Unsatisfactory | Below Average | Satisfactory | Good | Excellent |
|---|---|---|--|--|--|
| Literature Review – Basis of Review, Background, Aim(s) and if appropriate a Hypothesis. Identification of the relevance to Exercise Physiology | Background is unrelated to reviewed subject, does not give enough information for reader to understand field being reviewed. Aim(s) not explained; Ambiguous Hypothesis is presented. No link at all to exercise physiology. No attempt to identify clinical relevance. | Background is somewhat related to reviewed subject, gives minimal information for reader to understand topic. Aims poorly explained, A poor Hypothesis. Poor link to exercise physiology. Poor attempt to identify clinical relevance | Background is supportive of reviewed subject. Gives some information for reader to understand topic. Aims explained simply Hypothesis is presented. Some link to exercise physiology. An attempt to identify clinical relevance provided. | Background sheds light on the gap filled by reviewing the subject. Aims well explained, A plausible Hypothesis is presented. Clear link to exercise physiology identifying. Some evidence of clinical relevance provided. | Background is so clear it demonstrates why subject needs to be reviewed. Aims precise and concise, A scientifically plausible Hypothesis is presented. Excellent link to exercise physiology identifying a strong clinical relevance. |
| Body of the Report Background /Aim(s) Methods Overview of subject matter being reviewed and Conclusions Depth of critical analysis | Incomplete and inaccurate overview of the literature. Lacking, or inaccurate, details for all or some of the overviewed literature, methods, results and conclusions. No critical analysis of the field. Inappropriate conclusions that are unsupported by the literature presented | Poor overview of the literature. Lacking, or inaccurate, details for some of the purpose, methods, results and conclusions. Some critical analysis. Poor conclusions that are loosely supported by the results | Simple overview of the literature. Aims and methods described. Review reasonably presented some minor detail lacking for purpose, methods, results and conclusions. Attempt at critical analysis. Appropriate conclusions that are supported by literature | Good overview of the literature. Aims and methods described well. Review presented in a concise manner. No detail lacking for purpose, methods, results and conclusions. Good critical analysis of literature. Appropriate conclusions that are clearly supported by results and the literature. | Comprehensive and concise overview of the literature, reporting the purpose, key measures, key results and the most pertinent conclusions. Aims and methods easily understood and fully well. Review presented in a professional manner. Excellent critical analysis of literature. Conclusions and discussion expertly related to findings in the literature. |
| Quality of the writing and presentation • Adherence to prescribed format • Fluency and style • Spelling • Grammar • Appropriate referencing | Unprofessional language style used e.g.: background information in results section, conclusions and discussion in results section. A large number of careless spelling and grammatical mistakes. Overuse of the first person. Excessive colloquial tone. Inaccurate referencing. Illogical structure of the report. | Unprofessional language style used at times. A number of careless spelling and grammatical mistakes. Some use of the first person and Colloquial tone used. Inaccurate referencing. Poor structure of the report. | Professional language style used e.g.: no background information in results section, conclusions and discussion in results section. Minimal number of spelling and grammatical mistakes. Good use of 3 rd person. Appropriate referencing. | Scientific style used Ideas easy to follow. Fluent logical flow of ideas. All information in the appropriate sections. One or two grammar and spelling mistakes. Good referencing | Clear, fluent and concise scientific writing. No errors in written expression. Adheres to the prescribed format. Accurate referencing. |

Literature review Marking Scheme - Review HESC4551

Student **Date**

Examiner

| |
|---------------------------------|
| Total Mark /50 |
|---------------------------------|

| Background | Max Marks = 10 | Unsatisfactory (mark = 0) | Below average (0.25) | Satisfactory (mark = 1.0) | Good (mark = 1.5) | Excellent (mark = 2.0) | Mark |
|--|-----------------------|----------------------------------|-----------------------------|----------------------------------|--------------------------|-------------------------------|-------------|
| Abstract concise & relevant | 2 | | | | | | |
| Clinical relevance of the review adequately explained | 2 | | | | | | |
| Scope of the review adequately explained | 2 | | | | | | |
| Coverage of appropriate research to date in this area | 2 | | | | | | |
| Explanation of gaps in the literature | 2 | | | | | | |
| Content | Max Marks = 20 | Unsatisfactory (mark = 0) | Below average (1.0) | Satisfactory (mark = 2.0) | Good (mark = 3.0) | Excellent (mark = 4.0) | Mark |
| Accurate & detailed description of study methods/procedures | 4 | | | | | | |
| Outcomes of review are well presented | 4 | | | | | | |
| Conclusions are valid | 4 | | | | | | |
| Depth of critical analysis of literature | 4 | | | | | | |
| Logical summary of strengths, weaknesses & future directions | 4 | | | | | | |
| Quality of the writing | Max Marks = 20 | Unsatisfactory (mark = 0) | Below average (1.0) | Satisfactory (mark = 2.0) | Good (mark = 3.0) | Excellent (mark = 4.0) | Mark |
| Clear, fluent writing | 4 | | | | | | |
| Grammar & spelling | 4 | | | | | | |
| Adherence to prescribed format | 4 | | | | | | |
| Written for educated but non-expert reader | 4 | | | | | | |
| Referencing (accuracy & consistent format) | 4 | | | | | | |

Comments:

.....

5.3 Submission of assessment tasks

All assessment tasks are to be submitted via the Moodle page thru the appropriate links

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

Proposal:

Feedback and Marks for the proposal will be given online via the Moodle grades page for the assignment. Comments and suggestions will be given on the submitted document

Oral Presentation:

Feedback for the presentation will be given in class by the tutors suggestions to assist in finalising of the literature review will also be given. Comments and the mark will be made available via the Moodle grades page

Literature Review:

Feedback on the review will be provided via the Moodle grades page for the assignment this will be released after the marks for this course have been released by the University.

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 an appropriate reference style and be consistent to it. Students have used Numbered, Harvard 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

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

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

These resources will take the form of text books, journal articles or web-based resources. If available, links to the electronic form of these resources will be put on the course Moodle page.

A good reference for this course is the following text:

Evidence-Based Practice in Exercise Science: *The six step approach*.

Willaim E Amonette, Kirk L English and William J Kraemer.

Human Kinetics, Lower Mitcham, SA Australia

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>