HESC4501

EXERCISE PHYSIOLOGY RESEARCH SEMINARS

Course Outline

Term 1, 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 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: 6
Pre-requisite(s):
MATH1041 – Statistics for Life & Social Sciences
HESC2501 – Exercise Physiology
and 12 UOC of Level 3 HESC Courses
(HESC3504 ***or*** HESC3532 ***or*** HESC3541 ***or*** HESC3592)

Teaching times and locations:
http://timetable.unsw.edu.au/2022/HESC4501.html

2.1 Course summary

This course trains students to be able to critically interpret scientific and clinical research linked to the field of exercise physiology to enhance their clinical practice. Students learn the skills necessary to research (find), read, understand and communicate clinical research in the practical sessions and seminars. Assessment tasks provide experience in looking up original research articles, appraising their value and communicating this to colleagues and the general public via an oral or poster presentation. Assessment tasks will also teach students to work in a team environment.

2.2 Course aims

This main aim of this course is to introduce exercise physiology students to original scientific and clinical research. It provides training in critical interpretation of scientific and clinical research linked to the field of exercise science/physiology. This aims to provide students with the skills necessary to research (find), read understand and communicate clinical research to the general public with confidence thus improving the standard of their clinical practice.

2.3 Course learning outcomes (CLO)

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

1. Describe the scientific research process to facilitate critical evaluation and communication of scientific evidence for translation into clinical practice.
2. Recognise significant research advances made in the exercise science field. Summarize and present these in both written and oral formats.
3. Critically appraise original research, including methodology, statistical results and ethical considerations for integration into best practice and research in exercise science.
4. Demonstrate interpersonal skills to participate effectively in a teamwork environment.
5. Critically self-evaluate and reflect upon participation/effort, effectiveness and productivity in a team environment and an individual learning scenario.

2.4 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Program Learning Outcome (PLO)	Related Tasks & Assessment
CLO 1	Describe the scientific research process to facilitate critical evaluation and communication of scientific evidence for translation into clinical practice.	Students will be able to demonstrate detailed clinical knowledge and skills relevant to cardiopulmonary, metabolic, cancer, mental health, musculoskeletal and neuromuscular rehabilitation. Students will be able to apply advanced problem-solving skills and critical thinking within a scientific and clinical context.	Lectures 1,2,3,6,7 & 8 Tutorial 1,2,3,4, 8 & 9 Tutorial Quizzes Presentation Task Innovation in Exercise Physiology ePortfolio
CLO 2	Recognise significant research advances made in the exercise science field. Summarize and present these in both written and oral formats.	Students will be able to apply advanced problem-solving skills and critical thinking within a scientific and clinical context.	Lectures 1 to 8 Tutorials 1 to 10 Tutorial Quizzes Presentation Task Innovation in Exercise Physiology
CLO 3	Critically appraise original research, including methodology, statistical results and ethical considerations for integration into best practice and research in exercise science.	Students will be able to engage in independent learning and reflective practice for the betterment of professional clinical practice.	Lectures 1 to 8 Tutorials 1 to 10 Tutorial Quizzes Presentation Task Innovation in Exercise Physiology ePortfolio
CLO 4	Demonstrate interpersonal skills to participate effectively in a teamwork environment.	Students will be able to display effective and appropriate communication skills and	Lectures 1 to 8 Tutorials 1 to 10

		an ability to work as a member and leader of a team, with respect for diversity and a high standard of ethical practice.	Tutorial Quizzes Presentation Task Innovation in Exercise Physiology ePortfolio
CLO 5	Critically self-evaluate and reflect upon participation/effort, effectiveness and productivity in a team environment and an individual learning scenario.	Students will be able to display effective and appropriate communication skills and an ability to work as a member and leader of a team, with respect for diversity and a high standard of ethical practice.	Lectures 1 to 5 Tutorials 1 to 10 Tutorial Quizzes Innovation in Exercise Physiology ePortfolio

3. Strategies and approaches to learning

3.1 Learning and teaching activities

The learning and teaching philosophy underpinning this course is centred on student learning and aims to create an environment which interests and challenges students. The teaching is designed to be engaging and relevant in order to prepare students for future careers.

How the course relates to the Exercise Physiology profession

The information and ideas presented in this course will enable students to build critical thinking and good communication skills necessary for professionals. Good communication skills are necessary to build an effective relationship between the patient and the practitioners. Along with the knowledge base of techniques used in experimental research, an understanding of how research is published and ranked is a prerequisite to appreciate the quality of a piece of research. It is essential that a professional carer has a solid understanding of research in the field of Exercise Sciences to appreciate the novel techniques and progress that has been made; enabling them to prescribe exercise programs backed by evidence that has been rigorously examined.

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

Together with Research Projects HESC4551 and Research Internships HESC4561, HESC 4571, 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 lecture material, effective learning can be enhanced through self-directed use of other resources such as textbooks and Web based sources. Your practical classes will be directly related to the lectures and it is essential to prepare for practical classes before attendance. It is up to you to ensure you perform well in each part of the course; preparing for classes; completing assignments; studying for exams and seeking assistance to clarify your understanding.

Lectures:

There will be two one-hour lectures given in weeks 1- 4 (see the timetable below)

Lecture 1 (Dr Chris Maloney) Introduction Lecture/Course Structure/The Research Method

Briefly introduce the rational for the course, alignment within Ex Phys Degree, learning outcomes, assessment tasks. Cover the principals of "The research method" alignment with the philosophy of "Evidence based practice" for Exercise Physiology.

Lecture 2 (Dr Chris Maloney) Looking for Information/ How to read a research article

Introduce the principles of searching for research articles, what are you looking for?
How to read a paper, how to efficiently read a paper to get the main ideas.

Lecture 3 (Dr Chris Maloney) Framing a Research Question/ Study design

How to appropriately ask a research question that is meaningful (refer to current clinical/scientific research literature) and answerable. How to then design a study to answer that question.

Lecture 4 (Dr Chris Maloney) Written and oral communication in science

How to effectively communicate outcomes of clinical/scientific research using written forms (Abstracts, reviews, original articles) and oral presentations.

Lecture 5 (Dr Chris Maloney) IDEAS, Innovation & Intellectual property

What is innovation? What is IP and how to realise the value of research. Taking Innovation to Market. Selling not only ideas, but also the value of an individual's skill set (important for future career).

Lecture 6 (Dr Chris Maloney) Statistics

Introduction to the important concepts in applied statistics that play a role in project design, data measurement and evaluation in research.

Lecture 7 (Dr Chris Maloney) Ethics: Knowing the Legislation writing a proposal

Overview of the legislation for human and animal research. Writing a research proposal: the ethics application.

Lecture 8 (Dr Chris Maloney) Literature Reviews

What are the different types of reviews: Systematic reviews (Meta analysis, Cochrane reviews etc.) Vs Narrative and descriptive reviews (opinion articles, comments).

Collaborative Learning Session (Tutorials):

These 2 hour practical learning sessions* will be held on Tuesdays, Wednesdays, Thursdays (2 sessions per day) and Friday (1 sessions per day) in weeks 1-10 Note: The Friday group will have adjusted timetable due to Easter public holiday in week 9.

Overview of Tutorials

Tutorial 1 Self directed and reflective Learning/ ESSA position statements "evidence based practice"

Students will learn the benefits of using ePortfolios to catalogue what research has been done, to reflect on this, to be able to apply new knowledge to evidence base practice. In class students will start to use an ePortfolio to reflect on their attitudes towards research and communication via oral presentations.
Students will read an ESSA position statement, pick one aspect of the statement and determine the level of evidence that supports the statement. They will also search for additional support in the current literature.

Tutorial 2 Looking for Information/ How to read a research article.

Structured tutorial where students will search for an article of interest (This is to be presented in weeks 5 to 9). Students will then briefly read the article extracting and summarising the main ideals that the article contains, listing any strengths or weaknesses. **Computer required.**

Tutorial 3 Design a talk getting across scientific messages

Structured tutorial where students will start designing their PowerPoint slide presentation that will be used in weeks 5 to 9. Students will be expected to have an outline of their talk finalised by the end this session. **Computer required.**

Tutorial 4 Dealing with being in the spotlight: PLANNING.

Students will plan in class and deliver a **3-minute talk** on any subject they wish in front of the tutorial group. Students will be expected to **Plan** the talk, so that the main points are well delivered, so that the talk flows well and fills the allocated time.

Tutorial 5 Working as a team, Innovation Concept design

Students will devise the Innovation that they will present as a group. Students will firstly brainstorm the ideas and discuss merits and faults of their ideas. Use of online research will allow students to consolidate their Idea. **Computer required.**

Tutorial 6 Constructing a poster and abstract)

Students will design their poster working as a group to complete the task.

Tutorial 7 Working with data: Using Excel

Students will be given an excel data sheet that is to be analysed. Students will be taught how to organise and curate data sets to see trends and perform basic statistical tests. **Computer required.**

Tutorial 8 Applied Medical Statistics: Overview of process to select appropriate statistical tests to apply (Easter in week 9

Students will learn the most common statistical tests that can be used to analyse medical science data why the tests are used and the meaning of the results obtained. **Computer required.**
NOTE: Those in Friday groups due to Easter will have to attend a session on an alternate day (Tuesday, Wednesday or Thursday) in week 9.

Tutorial 9 Statistics: Manipulating data sets.)

Students will learn how to use Statistics computer programs e.g. SPSS to perform statistical analysis. **Computer required.**

Tutorial 10 Use of Bibliography Software: Endnote and referencing (Provided online).

This online tutorial will give students guidance on the use of Endnote. Students should then practice using the software to search for a mixture of article types (reviews, journal articles, websites, books) on a given topic, they then insert these into Endnote. Using endnote and word students should create a mock text with referencing and create a bibliography.

Seminars (SEM):
These 1 hour sessions will be held in weeks 5-10 students are expected to attend 5 of these sessions to which they are enrolled. (see the timetable below)

Independent study:
Alone or in a group, 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 the individual talk and the group work 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.

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

The tutorials and seminars are practical sessions, **and All students are expected** to attend the session to which they enrolled.

4. Course schedule and structure

	Week of date	Lecture 1 (1hr) Monday 3-4pm	Lecture 2 (1hr) Tuesday 12-1pm	Tutorial/Lab/Prac (2hr) see above for time and place
Week 1	14/2	**1:** Intro Lecture/ Course Structure / The research method (CAM)	**2:** Looking for information How to read a paper (CAM)	**1:** Self-directed and reflective Learning (CAM) Computing rooms **A/T**
Week 2	21/2	**3:** Framing a question/ Study Design (CAM)	**4:** Writing and Oral communication (CAM)	**2:** Looking for Information/ How to read a research article (CAM) Computing rooms **A/T**
Week 3	28/2	**5:** IDEAS, Innovation & Intellectual property (CAM)	**6:** Statistics (CAM)	**3:** Design a talk getting across scientific messages (CAM) Computing rooms
Week 4	7/3	**7:** Ethics: Knowing the Legislation writing a proposal (CAM)	**8:** Literature Reviews (CAM)	**4:** Dealing with being in the spotlight, PLANNING (CAM). Give a talk. Computing rooms **A/T**

	Week of date	Seminars and Poster sessions	Tutorial/Lab/Prac (2hr) see above for time and place
Week 5	14/3	Individual Sem 1, 2, 3, 4, 5, 6, 7 **(A/T)**	**5:** Working as a team, Innovation Concept design (CAM) Computing rooms
Week 6	21/3	Flexi Break	
Week 7	28/3	Individual Sem 1, 2, 3, 4, 5, 6, 7**(A/T)**	**6:** Constructing a poster and abstract (CAM) Computing rooms
Week 8	4/4	Individual Sem 1, 2, 3, 4, 5, 6, 7 **(A/T)**	**7:** Working with data. Using Excel (CAM) Computing rooms **Q**
Week 9	11/4	Individual Sem 1, 2, 3, 4, 5, 6 (group 7 not on due to Easter) **(A/T)**	**8:** Applied Medical Statistics, Description: Selection of tests to apply (CAM) Computing rooms **Q**
Week 10	18/4	Posters 1, 2, 3, 4, 5, 6, 7 **(A/T)**	**9:** Statistical analysis: USING SPSS to analyse data sets (CAM) Computing rooms
Online	TBD		**10:** Use of Bibliography software endnote, referencing (CAM) Online with a **Q**

Notes: CAM: Dr C Maloney A/T : Assessment Task; Q : Quiz

Course Timetable and Room allocation

Class Type		Date	Weeks	Location	Size
Lecture	1	Mon 3PM-4PM	1-4	Blackboard Collaborate	120
	2	Tue 12PM-1PM	1-4	Blackboard Collaborate	120
TLB	1	Tue 9AM-11AM	1-5, 7-10	Wurth G17	16
	2	Tue 1PM-3PM	1-5, 7-10	Wurth G17	16
	3	Wed 9AM-11AM	1-5, 7-10	Wurth G17	16
	4	Wed 3PM-5PM	1-5, 7-10	Wurth G17	16
	5	Thurs 9AM-11AM	1-5, 7-10	Wurth G17	16
	6	Thurs 3PM-5PM	1-5, 7-10	Wurth G17	16
	7*	Fri 9AM-11AM	1-5, 7, 8, 10	Wurth G08	16
Seminar	1	Tue 11AM-12PM	5, 7-10	LG02	16
	2	Tue 3PM-4PM	5, 7-10	Wurth G17	16
	3	Wed 11AM-12PM	5, 7-10	Wurth G17	16
	4	Wed 5PM-6PM	5, 7-10	Wurth G17	16
	5	Thurs 11AM-12PM	5, 7-10	Wurth G17	16
	6	Thurs 5PM-6PM	5, 7-10	Wurth G17	16
	7*	Fri 11AM-12PM	5, 7, 8, 10	Wurth G08	16

Note * Friday Group will be required to attend, join another tutorial in week 9 to be coordinated with the convenor

5. Assessment

5.1 Assessment tasks

	Weight	Due Date
6 of the Tutorials will be assessed		
Tutorial 1: Self Directed and Reflective Learning	**5%**	Week 1
Tutorial 2: Looking for Information/ How to read a research article	**5%**	Week 2
Tutorial 4: Dealing with being in the spotlight: PLANNING	**5%**	Week 4
Tutorial 7: Working with Excel	**5%**	Week 8
Tutorial 8: Basic Statistical Analysis	**5%**	Week 9
Tutorial 10 online: Use of Bibliography Software	**5%**	By Week 10

PAPER REVIEW (individual task) CLO1,02 &03

Oral Presentation (PowerPoint Presentation)	**25%**	Week 5

INNOVATION IN EXERCISE PHYSIOLOGY (group task)

Oral Presentation (Talk 15%, Poster 5%)	**20%**	Week 10
Peer mark on effort and engagement (peer within group assessment)	**10%**	Week 10
Online Content (Completed self-assessment form)	**10%**	Week 10

ePortolio (Use weekly)	**5%**	Week 10

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

Paper Review - Oral presentation (Weeks 5-9; Individual task)

For the purpose of the seminars (weeks 5 to 9), you will present an original journal article (not a review article) related to the field of Exercise Science. In **tutorial 2** you will select the article to be presented and in **tutorial 3** you will further analyse the article and start to design the talk**.**
You will present the publication to the class in the format of a **6 minute** oral presentation followed by **3 minutes** of discussion. The tutor will mark the presentation according to the **Assessment criteria template** below in conjunction with the marking scheme on the next page. You will be given face-to-face feedback at the end of the session in which you present.
The PowerPoint presentation to be used during your Oral is to be posted via Moodle **no later than Monday morning in week 5:**

Assessment criteria template:

	Unsatisfactory	Below average	Satisfactory	Good	Excellent
BACKGROUND CONTENT AND CONCLUSIONS **/6**	Introduction out of scope with the topic. Cannot be understood by a non-expert audience.	Introduction lacks scope with the topic and has inadequate details. Most concepts and terminology not described to allow understanding by a non-expert audience.	Introduction lacks scope with the topic. Many concepts and terminology not described to allow understanding by a non-expert audience.	Introduction well in scope with the topic. Most concepts and terminology described to allow understanding by a non-expert audience.	Introduction very well in scope with the topic. All concepts and terminology described to allow understanding by a non-expert audience.
FIGURES **/4**	Description of the figures lacks major details, or methodology not described.	Description of the figures is mostly clear. Major inconsistencies in experimental design. No dissociation between description and interpretation.	Descriptions of the figures to allow understanding by non-expert audience, but some details are lacking. Not always dissociation between description and interpretation.	Clear description of the figures to allow understanding by non-expert audience. Dissociation between description and interpretation.	Very clear description of the figures to allow understanding by non-expert audience. Clear dissociation between description and interpretation.
STYLE **/10**	The font, colour graphics and slide layout used distracted from the presentation. Figures used not labelled with major errors. No logical structure to presentation. Delivery unclear or inaudible. Not confident with poor body language.	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labelled with some errors. Lacking clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labelled with some errors. Mostly clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed	The font, colour graphics and slide layout used enhanced the presentation. Figures used and clearly labelled. Minor errors. Clear and logical structure throughout. Delivered clearly, well-paced, articulate and technical. Confident stance and body language. Enthusiastic.	The font, colour graphics and slide layout used greatly enhanced the presentation. Figures used and clearly labelled. No errors. Clear and logical structure throughout. Delivered clearly, well-paced, articulate and technical. Confident stance and body language. Enthusiastic and interesting.
QUESTIONS **/5**	Responses demonstrated little or no understanding of complex technical and contextual issues Significant number of errors made in answers to questions.	Responses demonstrated some understanding of complex technical and contextual issues A number of major errors made in answers to questions.	Responses demonstrated understanding of complex technical and contextual issues Accurate answers to questions drawing from related literature.	Responses demonstrated clear understanding of complex technical and contextual issues Strongly argued and accurate answers to questions drawing from related literature.	All responses demonstrated clear understanding of complex technical and contextual issues Consistently strongly argued and accurate answers to questions drawing from related literature.

Oral Presentation Marking Scheme - HESC 4501

Examiner ……..**Date** ……..
Student ……

Total Mark
/25

BACKGROUND CONTENT	**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 topic, Aims/Hypothesis of paper explained	2						
Structure is logical & easy to follow, Able to be understood by a non expert audience	2						
Results and Conclusions	**Max. Marks = 6**	**Unsatisfactory (mark = 0)**	**Below average (0.5)**	**Satisfactory (mark = 1.0)**	**Good (mark = 1.5)**	**Excellent (mark = 2.0)**	**Mark**
Clear and Concise overview of results Described not interpretation or discussed	2						
Figures/Tables described fully	2						
Clear and Concise overview of paper and Conclusions	2						
Style	**Max. Marks = 10**	**Unsatisfactory (mark = 0)**	**Below average (0.5)**	**Satisfactory (mark = 1.0)**	**Good (mark = 1.5)**	**Excellent (mark = 2.0)**	**Mark**
Confident voice (not read)	2						
Professional, enthusiastic delivery	2						
Slides attractive	2						
Font size & colour easy to read	2						
Good use of pictures, diagrams & tables	2						
Questions	**Max. Marks = 5**	**Unsatisfactory (mark = 0)**	**Below average (0.75)**	**Satisfactory (mark = 1.5)**	**Good (mark = 2.0)**	**Excellent (mark = 2.5)**	**Mark**
Attempted to interpret & answer questions	2.5						
Understood concepts, strong argument, accurate answers	2.5						

Comments:

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Innovation in Exercise Physiology

Oral poster presentation (Week 10)

This assessment is a **group** assessment; you will be assigned to a group.

As part of a team, You will be asked to create a tool, a protocol or a technique with an application to Exercise Science/Physiology. You will use research to show the gap that the innovation is filling, the feasibility of the innovation and the marketability of the innovation

You will present the innovation to the class in Poster format with a 7 minute presentation followed by 2 minutes discussion.

The tutor will mark the presentation (15%) and the poster (5%) according to the **Assessment criteria template** below, in conjunction with the **marking template** on the following page.

Students will **assess their peers** (DUE end of week 10) based on the contribution they perceive each to have made to the group's work. This will be scored online and will adjust each members overall mark for this assignment. If students fail to complete the peer evaluate then they themselves will receive **0% for** their peer mark.

Students will also complete a Self-Assessment Form - A Reflection on Working in Groups (see below) and will post this online via Moodle (DUE end of week 10)

Assessment criteria template for the following: Oral Poster Presentation

	Unsatisfactory	Below average	Satisfactory	Good	Excellent
BACKGROUND OF INVENTION	Very unclear or no description of the problem that the invention wants to solve.	Poor description of the problem that the invention wants to solve.	Moderately clear description of the problem that the invention wants to solve.	Clear description of the problem that the invention wants to solve.	Very clear description of the problem that the invention wants to solve.
DESCRIPTION OF INVENTION	Poor description of the invention and Lack of creativity and innovation.	Unclear description of the invention. Marginally creative and innovative.	Clear description of the invention Moderately creative and innovative.	Clear description of the invention using adequate communication tools. Creative and innovative.	Very clear description of the invention using adequate communication tools. Highly creative and innovative.
QUESTIONS	Significant number of errors made in answers to questions.	A number of major errors made in answers to questions.	Accurate answers to questions. Some minor errors.	Strongly argued and accurate answers to questions.	Consistently strongly argued and accurate answers to questions.

Marking Template for Group Poster Presentation:

Group	Total Mark /20

Date…… Examiner ……

Students

1…… 2……

3…… 4……

Background	**Max Marks = 4**	**Unsatisfactory (mark = 0)**	**Below average (0.5)**	**Satisfactory (mark = 1.0)**	**Good (mark = 1.5)**	**Excellent (mark = 2.0)**	**Mark**
Adequate justification for invention. If for a disease it's described, if healthy population reason for use. Gap filled by this product well described?	2						
Evidenced of review of current knowledge i.e Scientific Literature, pitched to a non expert audience	2						
Description/Content	**Max Marks = 6**	**Unsatisfactory (mark = 0)**	**Below average (0.5)**	**Satisfactory (mark = 1.0)**	**Good (mark = 1.5)**	**Excellent (mark = 2.0)**	**Mark**
How is this innovative? A clear description of features	2						
Pictures, diagrams & tables Used well, Use of other patents acknowledged or Evidence of no other similar products/ patents	2						
Structure is logical & easy to follow, Summary of strengths & weaknesses	2						
Presentation Style	**Max Marks = 5**	**Unsatisfactory (mark = 0)**	**Below average (0.75)**	**Satisfactory (mark = 1.5)**	**Good (mark = 2.0)**	**Excellent (mark = 2.5)**	**Mark**
Confident voice, audience engagement & timing (not too short or long)	2.5						
Ability to interpret & answer questions	2.5						
Poster	**Max Marks = 5**	**Unsatisfactory (mark = 0)**	**Below average (0.75)**	**Satisfactory (mark = 1.5)**	**Good (mark = 2.0)**	**Excellent (mark = 2.5)**	**Mark**
Layout attractive	2.5						
Font size & colour easy to read	2.5						

Comments:

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Assessment criteria template for the following: Online Content (Completed self-assessment form).

The completed form as a whole will be marked using the following criterion.

	Unsatisfactory	Below average	Satisfactory	Good	Excellent
PERSONAL INSIGHT and ABILITY TO DRAW ON EXAMPLES	Very little or no detail given of abilities, Very little or no detail given of weaknesses, Very little or no examples cited.	Some detail given of abilities, Some detail given of weaknesses, Very little or no examples cited.	Lists own role and contributions made, attempt made to discover weaknesses, a few examples cited	Can Articulate own role and contributions made, A number of examples cited, Examples demonstrate strengths, Weaknesses listed.	Can Articulate own role and contributions made, Many examples cited, Examples clearly demonstrate strengths and contribution to the team, Can Articulate weaknesses.
DEMONSTRATES AN UNDERSTANDING OF TEAMWORK	Seems focussed on own goals rather than enhancing the teams effort, no examples of teamwork cited	Mainly focussed on own goals rather than enhancing the teams effort, minimal effort made to link own goals with teams goals, no examples of teamwork cited	Seems to appreciate teamwork, Appears to note the importance of focussing on the TEAMS objectives. One or two examples cited	Seems to appreciate individual strengths and weaknesses can be compensated by teamwork, Appears to note the importance of focussing on the TEAM'S objectives, Takes initiative, a number of examples of teamwork cited	Appears to value multiple perspectives, Apparently seeks to resolve conflicts, Seems to appreciate individual strengths and weaknesses can be compensated by teamwork, Appears to note the importance of focussing on the TEAM'S objectives, Takes initiative. **Many** examples given that clearly show teamwork

Marking Template Completed self-assessment form**:**

Section	Unsatisfactory	Below average	Satisfactory	Good	Excellent
	Marks				
Communication	0	0.5	1	1.5	2
Task Completion	0	0.5	1	1.5	2
Leadership	0	0.5	1	1.5	2
Team Work	0	0.5	1	1.5	2
Improving Self	0	0.5	1	1.5	2

Marks will be given according to the Assessment Criterion table above and the following In each section marks awarded as follows:

- A half mark for 1 statement i.e. "I communicated in a respectful way"
- 1 mark for 2 or more statements
- 1.5 marks for 2 or more statements plus a reflection on weakness
- 2 marks for 2 or more statements plus a reflection on strengths and weakness and how to improve

The Poster to be presented is to be submitted via the course Moodle page on-line no later than **Monday Week 10.**

The peer assessment of other students in your group is to be submitted via Moodle online **no later than Friday in week 10**

The self-assessment form below - A Reflection on Working in Groups (an electronic version will be available to fill in), is to be submitted online **no later than Friday in week 10**

1.1. Self-Assessment Form - A Reflection on Working in Groups

Fill in the table and use it to self-reflect on **your** experiences while working as part of this team. Think about **your** strengths i.e. what you feel are your greatest attributes (I speak clearly, I am organised, I am inclusive, I help resolve conflicts, I am enthusiastic, I share the load, I cooperate, etc.….) and how they enhanced the team work (**GIVE EXAMPLES**: I emailed team members to keep them up to date, I collected journal articles, I had material ready so it could be included, I was a spokesperson for the team, I listened to the ideas of others). We all have weaknesses, as a learner and a team member it is beneficial to acknowledge them so that we can improve e.g. I am a person who has trouble starting large tasks, so initially I was late getting information to the group, I then made sure I did a little bit (something) each day and found I got more done. The form must be filled in using Times New Roman, 10 FONT, 1 page only. These instructions and the lines in the form can be removed to give you room to complete the form.

	Reflect on **YOUR Strengths** and **Weaknesses** for each **category. Cite examples** (What did **you** do? (not your group) How were strengths applied?).
COMMUNICATION: How did **you** communicate with members of your group and to others? (not we set up a facebook page)	
TASK COMPLETION: How did **you** complete tasks for the group?	
LEADERSHIP: How did **you** display leadership?	
TEAMWORK: What was **your** role in the group, how did you display teamwork skills?	
IMPROVING YOURSELF: What teamwork skills did **you** learn/Improve? How can **you** continue to Improve	

Student ePortfolio (Due Week 10)

ePortfolio assessment

The purpose of the eportfolio is for you to intentionally inquire and reflect on your learning progress, collect evidence of learning, and integrate your learning into your wider degree program and your professional and personal aspirations. While the mark allocated is small, this activity will help you to evaluate your learning achievements, identify your learning needs, and collect evidence of learning for future use.

The reflections/ entries you make should be from many aspects of your life: this course, your other courses, your work and personal/family life. BY cross refencing your experiences from all aspects if your life and learning how you deal with them can help you gain confidence.

You can use many formats in your posts pictures, video and of course written words

ePortfolio Instructions

- In the first tutorial we will start with a few questions on research and oral communications to start your Portfolio and get you in the habit of collecting evidence of learning and reflecting
- Write your learning stories in the Personal ePortfolio Moodle course site: **OuBlog**.
- You can write your learning/ reflective summary any time; daily to weekly if you wish. At a minimum you must add to your portfolio, update new content from your learning activities, write an inquiry, integration and/or reflection on your learning progress **at least once a fortnight. Thus you will have 5 entries as a minimum.**
- For your **final ePortfolio submission** you should select from your portfolio content that provides insight into your use of the portfolio. The summary should describe how the ePortfolio was helpful or NOT it should be approximately two pages; 1000-1500 word summary
- Make sure you refer to ePortfolio assessment rubric on Moodle for guidance.
- Submit by 9am on Friday of Week 10 for assessment. This accounts for 5% of the final course mark.

  If you do not write any comments in your ePortfolio (online in moodle) then you cannot get the full 5 percent, a minimum of THREE entries is needed (Excluding the first week's entry) or you receive zero.

5.3 Submission of assessment tasks

All assignments are to be submitted via the course Moodle Page.

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

Feedback will be given as promptly as possible in the following way:

Tutorial 1: Self Directed and Reflective Learning:	**Feedback in Moodle**
Tutorial 2: Looking for Information/ How to read a research article	**Feedback in Moodle**
Tutorial 4: Dealing with being in the spotlight: PLANNING	**Feedback in class in Moodle**
Tutorial 7: Working with Excel	**Quiz in Moodle**
Tutorial 8: Basic Statistical Analysis	**Quiz in Moodle**
Tutorial 10 online: Use of Bibliography Software	**Quiz in Moodle**
PAPER REVIEW (individual task)	
Oral Presentation (PowerPoint Presentation)	After Tutorial
INNOVATION IN EXERCISE PHYSIOLOGY (group task)	
Oral Presentation (Talk 15%, Poster 5%)	After Tutorial

The following **Feedback will be available in Moodle after Marks released:**
Peer mark on effort and engagement (peer within group assessment)
Online Content (Completed self-assessment form)
ePortolio

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. Change to referencing style used in your 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*

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

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* http://subjectguides.library.unsw.edu.au/elise/presenting

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

A good reference for this course is the following text:
Evidence-Based Practice in Exercise Science: *The six step approach.*
William 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