

HESC1511

Exercise Programs and Behaviour

Course Outline
Term 3, 2023

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	Imtiaz Desai	i.desai@unsw.edu.au	By appointment	i.desai@unsw.edu.au Email for Teams Meeting

2. Course information

Units of credit: 6

Pre-requisite(s):

HESC1501 Introductory Exercise Science

PSYC1001 Psychology 1A

Teaching times and locations:

<https://timetable.unsw.edu.au/2023/HESC1511.html>

2.1 Course summary

Exercise Programs and Behaviour (HESC1511) is a first year Health and Exercise Science course worth six Units of Credit (6 UOC). The course is required as part of study for the degree of Bachelor of Exercise Physiology. The course will build on the information you have gained in Introductory Exercise Science (HESC1501) and Psychology 1A (PSYC1001). Practical training in this course will encompass fitness assessments, basic pre-screening and interview techniques, and exercise technique and prescription. Psychological aspects of exercise, in particular motivation, adherence, and addiction, will also be addressed. These skills will be put into clinical practice with students developing and delivering supervised exercise sessions for healthy adults.

These principles underpin your professional requirements for programming physical activity for your clientele. This course is restricted to students enrolled in the Bachelor of Exercise Physiology 3871.

2.2 Course aims.

Building on basic skills learned in HESC1501, the aims of this course are to:

1. Expose students to the principles underlying motivational interviewing.
2. Develop an understanding of the principles of screening and safe exercise testing.
3. Develop an understanding of the principles of exercise programming.
4. Develop an understanding of the psychosocial factors contributing to exercise engagement and adherence.

2.3 Course learning outcomes (CLO)

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

1. Conduct basic health and fitness assessments to assess an individual's health status.
2. Apply screening tools to determine an individual's suitability for exercise.
3. Develop motivational interviewing skills to help facilitate individual behaviour change.
4. Create, implement, and evaluate a holistic lifestyle change program for an individual healthy adult.
5. Design and implement an exercise program for a group of healthy individuals.

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	Conduct basic health and fitness assessments to assess an individual's health status	Students will be able to conduct a broad range of exercise-based clinical tests and deliver lifestyle change programs that use exercise for the primary prevention of disease and the management of chronic disease.	Diet analysis Exercise program Final examination
CLO 2	Apply screening tools to determine an individual's suitability for exercise	Students will be able to demonstrate detailed clinical knowledge and skills relevant to cardiopulmonary, metabolic, cancer, mental health, musculoskeletal and neuromuscular rehabilitation.	Diet analysis Exercise program Final examination
CLO 3	Develop motivational interviewing skills to help facilitate individual behaviour change	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.	Exercise program
CLO 4	Create, implement, and evaluate a holistic lifestyle change program for an individual healthy adult	Students will be able to describe the relationship between physical activity and health and the implications of this relationship throughout the human lifespan.	Exercise program Final examination
CLO 5	Design and implement an exercise program for a group of healthy individuals	Students will be able to apply advanced problem-solving skills and critical thinking within a scientific and clinical context.	Group exercise program Final examination

3. Strategies and approaches to learning

3.1 Learning and teaching activities

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

Lectures – This approach is used to present relatively large amounts of information at a time on specific topics throughout the course. PDF copies of the lecture notes will usually be available on Moodle prior to each lecture (some guest lecturers may choose not to make their notes available), so you should be able to think about and develop an understanding of the lecture concepts as they are presented, rather than writing voluminous notes. However, there will be information and explanations presented in lectures in addition to those covered in the notes that you should take down if they help you to understand the material.

There will be four live Q&A sessions presented as lecture slots. You should take these opportunities to think about the information that has been presented in the recorded lectures and use these sessions to ask questions to enhance your understanding.

Laboratories – To assist in the development of practical skills and exercise techniques, practical classes will be held. These classes allow students to engage in a more interactive form of learning than is possible in the lectures. The skills you will learn in practical classes are relevant to your professional development as an Exercise Physiologist.

Clinicals – Each student will spend a total of ten hours during the course developing their clinical skills. These ten hours (5 × 2-hour sessions) will involve: pre-exercise screening, interviewing, goal setting, exercise training sessions and exercise/fitness assessments.

Independent study – There is insufficient time in the lectures, tutorials, and laboratories for you to develop a deep understanding of the concepts covered in this course. For you to achieve the learning outcomes that will be assessed, you will need to revise the material presented in the course regularly. You will probably also need to do additional reading beyond the lecture materials to learn effectively. Relevant additional resources will be cited in each lecture.

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 central teaching strategy in this course.

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.

Students are expected to attend all scheduled teaching activities, including clinical, laboratory and tutorial classes. Some courses have specific attendance requirements, and an Unsatisfactory Fail (UF) may be recorded as the final grade for the course if students fail to meet the requirements, as specified in the course and assessment information provided on the course Moodle page.

As stipulated in the course information on Moodle, course attendance expectations are determined

by the requirements of the accrediting body for each health discipline.

Where a student is unable to attend, they are advised to inform the course convenor, according to the instructions outlined on your course Moodle page.

Attendance at all labs and clinicals is compulsory.

4. Course schedule and structure

This course consists of 50 hours of class contact hours. You are expected to take an additional 100 hours of non-class contact hours to complete assessments, readings, and exam preparation.

Week [Date/Session]	Topic	Lectures & Lecture Snacks	Practical/Clinical activities
Week 1	Nutrition & Screening	Lecture: <i>Course intro</i> - MG 1.2 Nutrition (parts 1-7) EJ 1.3 Diet Analysis MJ/NVD 1.4 SOAP & subjective screening MJ 1.5 Screening MJ	
Week 2	Assessment & Behaviour change	2.1 Fitness Assessments AK 2.2 Behaviour Change & Motivational Interviewing NVD 2.3 Needs Assessment NVD 2.4 SMART Goals (video) NVD	Lab: 1. Screening / Assessments (body composition; posture)
Week 3	Screening, Assessment, & Analysis	Lecture: <i>Principles of Exercise Programming</i> – MG 3.2 Contraindications to Exercise / Conducting Fitness Assessment NVD 3.3 FIIT MJ 3.4 Movement Analysis Revision	Lab: 2. Motivational Interviewing
Week 4	Resistance training	4.1 Resistance Training – Adaptations MG 4.2 Resistance Training – Preparation MG 4.3 Resistance Training – Programming MG	Lab: 3. Fitness Assessments Clinical: 1: Initial Interview & Screening
Week 5	Aerobic & Flexibility	Lecture: <i>Aerobic Training Adaptations</i> - TBC 5.2 Aerobic Training Adaptations MJ 5.3 Flexibility Training AK	Lab: 4. Exercise Training Clinical: 2: Fitness Assessments
Week 7			Lab: 5. Fitness Assessments (lab) Clinical: 3: Exercise Training
Week 8	ExRx for selected populations	Lecture: <i>Individual VS Group ExRx</i> – MG 8.2 Exercise Prescription for Selected Populations NVD	Lab: 6. Exercise Training Clinical 4: Exercise Training Assessment
Week 9	Adherence & Overtraining	9.1 Exercise Adherence and Addiction NVD 9.2 Overtraining & Extreme Exercise AK	Lab: 7. Group Exercise Instruction Preparation Clinical: 5: Competencies Assessment
Week 10			Lab: 8. Group Exercise Instruction Assessment

Lecturers: Dr Mitch Gibbs (MG), Nancy van Doorn (NvD), Dr Andrew Keech (AK), Dr Matthew Jones (MJ), Emma Jones (EJ, nutritionist)

5. Assessment

5.1 Assessment tasks

Assessment task	Length	Weight	Mark	Due date and time
Assessment 1: Diet analysis	(20 MCQ)	10%	10	By 5pm, Friday 29 Sep
Assessment 2: Exercise Program	3 Parts	45% (15% each)	45	Part 1: 5pm, 13 Oct Part 2: Week 8 Clinical Part 3: Week 9 Clinical
Assessment 3: Group Exercise Program		10%	10	Week 10 Lab
Assessment 4: Final Examination		35%	35	Exam period

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 – DIET ANALYSIS

This quiz opens on Moodle at 9am Monday 25 September and closes at 5pm on Friday 29 September.

This is an online multiple-choice quiz that will assess nutritional content in the course. You will be allowed one attempt only.

ASSESSMENT TASK 2 – EXERCISE PROGRAM

Part 1 (15%): Initial Screening & Interview

Due by 5pm, Friday 13 October

In your first clinical (week 4) you would have conducted an initial interview including pre-exercise screening and goals of someone from your clinical class. (This person should remain as your client for the remaining clinicals). **Part 1 of the assignment will be a written submission, uploaded into TurnItIn via Moodle.**

You will need to include in your submission:

1. A copy of the client's completed "Pre-Exercise Screening questionnaire" which you designed yourself. Be sure to make it comprehensive.
2. Your client's SMART short-term goals (×3) and long-term goal (×1)
3. Motivational interviewing summary

4. Exercise history

Marking Criteria

Component	How do I achieve top marks?	Mark Allocation (15%)
Pre-Screening Questionnaire	A self-designed, comprehensive, pre-exercise screening questionnaire that covers all components of screening as outlined in the lecture and lab. Logically and neatly presented.	6
Short Term Goals	There are 3 distinct short-term goals listed related to the current exercise program that meet the 'SMART' format.	3
Long Term Goal	There is 1 long term (>6 months) goal listed that meets the 'SMART' format.	1
Motivational interviewing techniques	List examples of "change talk" and/or "sustain talk" that occurred during your interview. In 1-2 sentences, describe how you responded to the change/sustain talk.	2
Exercise History	Provide a comprehensive summary of the client's exercise history (including sporting injury), and their current exercise participation and interests.	3

Part 2 (15%): Training Session

Training Card Submission & Assessment during Week 8 Clinical.

Come prepared to Clinical 4 (Week 8) ready to train your client in a session that you have designed. You will be marked on the design of your training session and the delivery of your session.

Preparation for your session:

1. Prior to the clinical be prepared to upload a copy of your client's Training card (that you have designed for them). Make sure your name and Student ID are clearly listed on this card. (Identify your client by their initials). This is for the tutor.
2. On your training card document, justify your decisions in 5 bullet points according to the 'Justification' section of the marking criteria table below. Each bullet point should be no more than **ONE** sentence.
3. **Your training card must be uploaded to Moodle by 5pm, Tuesday 31 October (before your Week 8 clinical).**
4. During your session you may refer to the program card and any relevant notes relating to the exercises you plan to instruct. You do not need to submit your notes.

Marking Criteria

Component	How do I achieve top marks?	Mark Allocation (15%)
Training Card	Client's useful details and goals listed on card. Exercise program arranged in an easy-to-follow format. Design caters to capture any modifications made on the day.	3
Justification	You will be asked the following questions to justify the specifics of your training session: 1. How do today's exercises link to your client's goals and/or needs? 2. Which major reference(s) did you base your training session from (e.g., ACSM/NSCA) 3. Why did you choose these volume? 4. Why did you choose these intensity & rest period? 5. Why did you order the session in this way?	5
Practical Training session	Student made appropriate safety considerations for client during the training session. The training session contained appropriate warm up, conditioning and cool down phases. Student confidently delivered all aspects of the training session. Student developed a good rapport with the client and was able to motivate them. Training session appeared appropriate and achievable for client considering their individual circumstances and fitness levels. Training session was well timed to fit into 30mins	2 1 1 1 1 1

Part 3 (15%): Competency assessment Held during your Week 9 clinical.

Competency assessment will occur during your week 9 clinical. You will be assessed on your ability to conduct a follow-up consultation. This will include:

1. Your client communication skills
2. Your clinical skills for:
 - a. Exercise assessment
 - b. Interpretation of results
3. Your ability to provide future directions: Based on these results and the Australian physical activity guidelines, explain to your client if they need to modify their current activity levels or not.
 - a. If they do, provide a basic exercise prescription (e.g., increase to 2 resistance training sessions per week; add 1 moderate-vigorous intensity aerobic session)
 - b. If they do not, confirm they are meeting current physical activity guidelines and how this affects their cardiometabolic risk.

Component	How do I achieve top marks?	Mark Allocation (15%)
Competency	Domains assessed: • Communication • Procedural skills • Technical skills • Professionalism	2 3 3 2
Interpretation of Results to your client	Interpretation of results is correct and communicated to the client using reference to their previous result, if available, and/or normative values	2
Future directions	Accurate and appropriate future directions in terms of their physical activity levels are provided to the client.	3

ASSESSMENT TASK 3 – GROUP EXERCISE PROGRAM

Conducted during your Lab session in Week 10

The purpose of this activity is to provide you with an opportunity to practice group exercise instruction. In groups of four (formed from students within your timetabled Lab class), plan an exercise session for a group of apparently healthy, low risk participants from a population of your choice. Work in a group to plan an exercise session that allows each member of the group to lead the instruction for 5 minutes of activities/exercises for the population. A smooth transition between members of your group is ideal.

Your group will be allocated a session time during your Lab class in Week 10. Your group will have 20 mins to run the exercise session (individuals have 5 mins to run their component). Please note; when your group is not presenting, you will play the role of the exercise class group for the other presenters.

Marking Criteria

Component	How do I achieve top marks?	Mark Allocation (10%)
Practical Performance		
Communication	Instruction is clear and able to be understood by the population.	1
	Voice is projected and language is upbeat and engages the population.	1
	A variety of instruction techniques are applied to cater for different types of learners within the class.	2
	Student appeared well prepared and confident.	1
Exercises	Exercises chosen are appropriate for the population.	1
	Exercise demonstration is provided.	1
Group setting	Appropriate modifications or advanced options were given to cater to varying range of ability within the group.	1
	Client and instructor health & safety was considered in the context of telehealth.	1
	Student was able to give adequate feedback to participants for the task and was able to identify and correct those who needed further instruction.	1

ASSESSMENT TASK 4 – FINAL EXAMINATION (35%)

The purpose of the final exam is to test your understanding of the concepts covered in the **entire course**. Material from lectures, clinicals, laboratories and readings may be assessed. The format will be all multiple-choice questions. The exam will be held during the end of the session exam period.

Exam Period: 24 November – 7 December

5.3 Submission of assessment tasks

Late Submission

UNSW has standard late submission penalties as outlined in the UNSW Assessment Implementation Procedure, with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per day (including Saturday, Sunday, and public holidays). For example, if an assessment task is worth 30 marks, then 1.5 marks will be lost per day (5% of 30) for each day it is late. So, if the grade earned is 24/30 and the task is two days late the student receives a grade of 24 – 3 marks = 21 marks.

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

Assessment 1: You will receive your mark half within 10 business days.

Assessment 2: You will receive feedback within 10 business days of all 3 parts.

Assessment 3: You will receive feedback following your practical assessment class

Assessment 4: You will receive summative feedback via Moodle within 10-days of all students completing the assessment.

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 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

Moodle

Information about the course as well as lecture, tutorial and lab notes can be accessed via the UNSW Moodle system from the following site:

<https://moodle.telt.unsw.edu.au/login/index.php>

You can use Moodle to download lecture notes, access your grades, find reference material in the course (such as this document), and communicate with the lecturer and your peers. Please see the lecturer if you would like more information to help you to make the most of this resource.

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

UNSW Library

The University Library provides a range of services to assist students in understanding how to identify what information is required for assignments and projects; how to find the right information to support academic activities; and how to use the right information most effectively.

<https://www.library.unsw.edu.au/study/information-resources>

Suggested Reference Textbook

Griffin, JC (2015) *Client Centred Exercise Prescription, 3rd Ed*, Human Kinetics, Champaign, Ill.

Other Suggested Reference Textbooks

American College of Sports Medicine, (2017) *ACSM's Health-Related Physical Fitness Assessment Manual*, 5th ed. Lippincott, Williams & Wilkins, Phil.

Kennedy-Armbruster, CA. & Yoke, MM. (2019). *Methods of Group Exercise Instruction*, 4th ed. Human Kinetics, Champaign, Ill.

McArdle, WD. Katch, FI. & Katch, VL. (2014) *Exercise Physiology: Nutrition, Energy and Human Performance, 8th ed.*, Lippincott, Williams and Wilkins, Phil.

Norton, K. & Olds T. (eds.) (2007) *Anthropometrica: A textbook of body measurement for sports and health education*. UNSW Press, Sydney.

UNSW Learning Centre

The Learning Centre offers academic skills support to all students across all years of study enrolled at UNSW. This includes assistance to improve writing skills and approaches to teamwork. See

www.lc.unsw.edu.au

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>

10. Current version of NSW Work and Health Safety Regulation and Act (HESC)

Class activities must comply with the NSW *Work Health and Safety Act 2011*, the *Work Health and Safety Regulation 2017*, and other relevant legislation and industry standards. It is expected that students will conduct themselves in an appropriate and responsible manner in order not to breach HS regulations and ensure a safe work/study environment for themselves and others. Further information on relevant HS policies and expectations is outlined at: www.safety.unsw.edu.au