

HESC4501

Exercise Physiology Research Seminars

**Course Outline
Term 1, 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	Dr Matthew Jones	matthew.jones@unsw.edu.au	By appointment	9348 0032
Lecturer	Dr Chris Maloney	c.maloney@unsw.edu.au	By appointment	9385 1362

2. Course information

Units of credit: 6

Pre-requisite(s): MATH1041, HESC2501 and 12 UOC of Stage 3 HESC courses (HESC3504 or HESC3932 or HESC3541 or EXPT3152)

Teaching times and locations:

<https://timetable.unsw.edu.au/2023/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

The 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 locate, read, understand and communicate clinical research to the general public with confidence to improve 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.

- 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	Related Tasks & Assessment
CLO 1	Describe the scientific research process to facilitate critical evaluation and communication of scientific evidence for translation into clinical practice.	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.	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.	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.	Lectures 1 to 8 Tutorials 1 to 10

		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.	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 2 x 1hr lectures delivered in Weeks 1- 4 (see timetable below):

Lecture 1 Introduction Lecture/Course Structure/The Research Method

Briefly introduce the rationale 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 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 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 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 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 Statistics

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

Lecture 7 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 Literature Reviews

What are the different types of reviews: Systematic reviews, scoping reviews, narrative reviews

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 of 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.

Students will learn the most common statistical tests that can be used to analyse health science data, why the tests are used, and the meaning of the results obtained.

Tutorial 9 Statistics Manipulating data sets.

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

Tutorial 10 Use of Bibliography Software: Endnote and referencing.

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 50 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 in which they are enrolled.

4. Course schedule and structure

	Lecture 1, Monday 10am	Lecture 2, Monday 11am	Tutorial/Lab/Seminar (See individual timetable)
Week 1	1: Intro Lecture/Course Structure / The research metho	2: Looking for information How to read a paper	1: Self-directed and reflective Learning Computing rooms
Week 2	3: Framing a question/ Study Design	4: Writing and Oral communication	2: Looking for Information/ How to read a research article; Computing rooms
Week 3	5: IDEAS, Innovation & Intellectual property	6: Statistic	3: Design a talk getting across scientific messages; Computing rooms
Week 4	7: Ethics: Knowing the Legislation writing a proposal	8: Literature Review	4: Dealing with being in the spotlight, Planning. Give a talk. Computing rooms

	Seminars and Poster sessions	Tutorial/Lab/Seminar (see individual timetable)
Week 5	Individual Seminars	5: Working as a team, Innovation Concept design Computing rooms
Week 6	Flexibility week – no scheduled classes	
Week 7	Individual Seminars	6: Constructing a poster and abstract Computing rooms
Week 8	Individual Seminars	7: Working with data. Using Excel Computing rooms
Week 9	Individual Seminars	8: Applied Medical Statistics, Description: Selection of tests to apply Computing rooms
Week 10	Posters	9: Statistical analysis: USING SPSS to analyse data set Computing rooms
Online		10: Use of Bibliography software endnote, referencing

Course Timetable and Room Allocation

Class Type		Date	Weeks	Location
Lecture	1	Mon 10AM-11AM	1-4	Blackboard Collaborate
	2	Mon 11AM-12PM	1-4	Blackboard Collaborate
TLB	1	Mon 2PM-4PM*	1-5, 7-10	Wurth G16
	2	Tue 9AM-11AM	1-5, 7-10	Wurth G16
	3	Tue 1PM-3PM	1-5, 7-10	Wurth G16
	4	Wed 9AM-11AM	1-5, 7-10	Wurth G16
	5	Fri 9AM-11AM*	1-5, 7-10	Wurth G08
	6	Fri 1PM-3PM*	1-5, 7-10	Wurth G16
Seminar	1	Mon 4PM-5PM*	5, 7-10	Wurth G16
	2	Tue 11AM-12PM	5, 7-10	Wurth G16
	3	Tue 3PM-4PM	5, 7-10	Wurth G16
	4	Wed 11AM-12PM	5, 7-10	Wurth G16
	5	Fri 11AM-12PM*	5, 7-10	Wurth G08
	6	Fri 3PM-4PM*	5, 7-10	Wurth G16

* **Note:** Monday and Friday groups will be required to attend another tutorial in week 8/9 due to the Easter public holidays. This will be coordinated with the convenor.

Exam Period: 28 April - 11 May

Supplementary Exam Period: 22 May – 26 May

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: Use of Bibliography Software	5%	By Week 10

PAPER REVIEW (individual task)

Oral Presentation (PowerPoint Presentation)	25%	Week 5
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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

ePortfolio (Use weekly)	5%	Week 10
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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/Exercise Physiology. 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 and marking scheme below. You will be given 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:

Date..... Examiner

Students

1..... 2.....
3..... 4.....

<u>Group</u>

<u>Total</u> <u>Mark</u> <u>/20</u>

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 focused on own goals rather than enhancing the teams effort, no examples of teamwork cited	Mainly focused 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 focusing 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 focusing 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 focusing 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.

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.

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

Student ePortfolio (Due Week10) 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 referencing 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

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 submission is capped at 5 days (120 hours). This means that a student cannot submit an assessment more than 5 days (120 hours) after the due date for that assessment.

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); ePortfolio

6. Academic integrity, referencing and plagiarism

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

Please use Vancouver or APA referencing style for this course.

Further information about referencing styles can be located at

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

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

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

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

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

7. Readings and resources

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>