

GENM0703

Concepts of physical activity, exercise and health

Course outline
Semester 1, 2014



UNSW
AUSTRALIA

Course staff

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Welcome...

...to *Concepts of physical activity, exercise and health!*

During this course, you will have the opportunity to learn about human body movement and its relationship to health and disease. Topics covered include: Stone Age physical activity habits, human anatomy and physiology, psychological factors such as motivation, improving fitness, public health issues and nutrition.

Reading this course outline thoroughly will provide you with information essential for successful completion of the course.

Course information

Units of credit

This is a 6-unit General Education course.

Prerequisites

There are no prerequisites required to enrol in this course.

Exclusions

GENM0707: Nutrition and health.

Course aim



The aim of this course is to provide students with knowledge and tools relating to the role of physical activity in everyday living, health and disease in modern Australia.

Handbook description

'The course will expose students to theory and concepts relating to the development and maintenance of physical health, disease prevention and general wellbeing. Topics include physical activity guidelines as well as exercise prescription in areas such as cardio-respiratory conditioning, resistance exercise, flexibility training, lifestyle management issues (diabetes, smoking, obesity, etc) and the negative effects of sedentary behaviours - with benefits and/or consequences of those actions used to direct decision-making. Popular misconceptions will be addressed with research findings used to dispel these myths. By participating in the group presentation and tutorials, students will be able to reflect on and analyse their own health and fitness experiences, and improve upon future experiences for themselves and others. They will also be able to develop effective collaborative and communication skills.'

Learning outcomes

At the end of this course, you should be able to:

0. Understand the structure, function and movement of the human body.
1. Explain the benefits and specific aspects of how regular physical activity and exercise are vital for optimal health and contribute to physical fitness.
2. Recognise appropriate and inappropriate levels of activity for disease prevention and treatment.
3. Determine appropriate physical activity and exercise prescriptions for a variety of levels and needs within the general population.
4. Recognise risk factors affecting an individual's health (such as sedentary behaviour, smoking, poor diet, genetics, etc).
5. Identify a variety of specific requirements for individuals such as postural, motivational and nutritional needs.
6. Demonstrate understanding of components of physical fitness and develop a physical activity and exercise program to meet specific needs and contexts.
7. Demonstrate sound information literacy through locating, evaluating and using relevant references.
8. Demonstrate effective collaborative and oral communication skills.

Learning and teaching rationale

Lack of physical activity, on top of an unbalanced diet, has resulted in a chronic disease epidemic in contemporary Australia, centrally driven by exploded rates of overweight and obesity.

Most people would like to be motivated to take steps to improve their overall health, often by changing their physical activity habits. However, many report making frequent resolutions to change, whilst rarely acting on them. Others find themselves starting to make change, but failing to sustain it.

This course aims to provide you with accurate and relevant facts and tools that can be used to improve both your and the public's overall physical activity-related health. We hope that as you progress through the course, you will find yourself being more aware of the health behaviours that you and your loved ones engage in, and if these behaviours – in particular physical activity behaviours – need to change.

Teaching strategies

Teaching is via **lectures** and **tutorials**. The lectures are designed to deliver scientifically robust (and entertaining!) information. The tutorials are designed to be more interactive and reflective, enabling you to analyse your own fitness and health experiences and improve upon future experiences.

Please note that neither the lectures nor the tutorials actually involve any strenuous physical activity, the most physical activity you will partake in is basic gentle movements and stretching.

There are two **online quizzes** that will allow you to gauge your understanding of material in lectures and associated readings and tutorials consistently through the course, as well as develop independent learning skills.

There is a **written blog assignment** that will provide a creative as well as technical outlet for you to report on selected psychological aspects of physical activity.

In some of the tutorials, you will be required to **present your work** within a small group to your wider tutorial group. Here, you will be given the opportunity to pursue your own interests (within the designated umbrella subject of physical activity for special populations). Working in a group will allow you to experience teamwork with students from other disciplines. Preparing and performing the presentation will enable you to improve your information collation and oral communication skills.

Reading material will allow you to deepen your understanding of material presented in lectures and tutorials as you go, as well as help develop independent learning skills. If you don't do this reading, you may risk your quiz and exam marks because these will be partly based on this reading material.

There is no recommended **text book** for this course.

The course is conducted partly via **Moodle**:
<https://moodle.telt.unsw.edu.au/login/index.php>

Attendance

Attendance is monitored at the tutorials, and as per university policy a minimum 80% attendance is required (i.e. you can only miss 2 out of the 11 total tutorials, but please note that no absences are allowed in the 3 group presentation tutorials). If you miss a mandatory tutorial or more than 2 tutorials in total you need to contact Rebecca Reynolds as soon as possible to discuss your situation and/or provide documentation explaining your absence, such as a medical certificate. Otherwise you may receive an absent fail for the course.

Assessment

There are four components to this course's assessment:

- | | |
|---|-------|
| 1. <u>Online quizzes (n=2, each worth 5%)</u> | = 10% |
| 2. <u>Written blog assignment</u> | = 15% |
| 3. <u>Group presentation</u> | = 25% |
| 4. <u>Final exam</u> | = 50% |

Key: ^Online assessments

You need to achieve a *combined* minimum score of 50% or more in order to pass the subject.

Details of assessments

1. Online quizzes – worth 10% of total course grade

There are two online quizzes, each worth 5% of the total course grade, together worth 10% of the total course grade. Questions will be based on material covered in lectures and associated readings and tutorials up until the date of the quiz.

2. Written blog – worth 15% of total course grade

There is one written blog assignment that will be outlined early on in the course. This assignment will provide a creative as well as technical outlet for you to report on specific psychological factors involved in physical activity, e.g. motivation.

3. Group presentation - worth 25% of total course grade

The group presentations are conducted over three tutorial weeks. You must be present for ALL THREE TUTORIALS, regardless of whether you're presenting or not.

Assignment title: 'Physical activity for a special population'

'Special population' groups include those with/who are: type 2 diabetes, hypertension, overweight and/or obese, cardiovascular disease, osteoporosis, cancer, asthma, pregnant, children, older adults, etc. That is, these groups have special physical activity requirements as compared to the general population.

Task description: As a group, you are to 'prescribe' physical activity for your selected population group and describe one case study example.

Further details on task requirements and assessment criteria will be given in a tutorial in the early weeks of the course.

Penalties for late submission of assessment tasks 1-3

In cases where an extension has not been granted, Rebecca Reynolds will apply grade deductions at her discretion.

You need to apply for an extension prior to the assessment due date and have a reasonable explanation/evidence for needing an extension.

4. Final exam – worth 50% of total course grade

This is held in the general university exam period.

The exam is negatively marked by a -1 in 4 correction factor, i.e. for every 1 question answered incorrectly, 0.25 marks are lost; similarly for 2 questions answered incorrectly, 0.5 marks are lost; for every 3 questions incorrect, 0.75 marks lost; and for every 4 questions incorrect, 1 mark lost.

The content of the exam covers all of the lectures (and associated readings/tasks) and tutorials.

Please bring a 2B or HB pencil, eraser and your student identification card. You do NOT need a calculator.

Assessment criteria

Marks are awarded for understanding and application of the course material.

Grading for the course

Formative results (i.e. during the course/learning process) will be available to you as you go via the two online quizzes, group tutorial presentation and online blog assignment. Summative results (i.e. at the end of the course) will be available sometime after the exam date.

You need to achieve a *combined* minimum score of 50% or more in order to pass the subject.

Referencing

Details on the preferred method of scientific information referencing will be provided in one of the tutorials. Extra information can be sourced here:

www.sphcm.med.unsw.edu.au/current-students/student-resources

<http://www.lc.unsw.edu.au/olib.html#Referencing>

Academic honesty and plagiarism

Academic honesty and plagiarism

At UNSW plagiarism is a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is and where you can obtain additional information about it. It is part of your responsibility as a student of UNSW to ensure that you understand what plagiarism is, so that you avoid it in any of your assignments and other academic work.

What is plagiarism?

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without proper acknowledgement, that is referencing.

The basic principles are that you should not attempt to pass off the work of another person as your own, and it should be possible for a reader to locate information and ideas you have used by going to the original source material. Acknowledgement should be sufficiently accurate to enable the source to be located quickly and easily. If you are unsure whether, or how, to acknowledge your source material, consult your lecturer or visit The Learning Centre.

UNSW groups plagiarism into the following categories: *

- **Copying:** *using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks.* This also applies to images, art and design projects, as well as presentations where someone presents another person's ideas or words without credit
- **Inappropriate paraphrasing:** *changing a few words and phrases while mostly retaining the original structure and information without acknowledgement.* This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together

- **Duplication:** *submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university*
- **Collusion:** *working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before an assignment is due, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.*

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own – this is an example of collusion. Lecturers are alert to this practice. You should not work with any other student to answer assignment questions and submit the same or very similar work as someone else unless it is a group assignment. Also, is it not acceptable to submit an assignment which has been submitted by a student in a previous year or submit an assignment which is substantially similar to one you have submitted for another course.

*These categories are adapted from by Oxford Brookes University (UK) *Plagiarism Information Skills*, Oxford Brookes University Library Skills Resource www.brookes.ac.uk/library/skill/plagiarism.html

Where can I find more information?

In many cases, plagiarism can be the result of inexperience or poor academic skills, rather than the deliberate intention to deceive. The University has adopted an educative approach to plagiarism and developed a range of resources to support students, which are outlined below.

The University has also developed a clear set of procedures for managing serious and repeat instances of plagiarism. These require a set of formal processes be undertaken to investigate students' academic standards. A range of penalties can be applied by the University if a student is found to have plagiarised.

1. UNSW's Plagiarism & Academic Integrity Website

This site aims to address three issues that often result in plagiarism: unfamiliarity with the concept of plagiarism; knowing how it occurs, and developing the necessary academic skills to avoid plagiarism. As a student, you will be able to use this collection of resources (worked examples, activities and links) to improve your all-round academic literacy and, consequently, reduce the possibilities for plagiarism. More information is available at: www.lc.unsw.edu.au/plagiarism. UNSW has also produced a booklet to assist you with essential information for avoiding plagiarism: <https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf>

2. The Learning Centre

The Learning Centre provides a range of programs and resources for students including website materials, workshops, individual tuition and online tutorials to aid students in:

- correct referencing practices and citation practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (www.lc.unsw.edu.au).

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

3. The Elise Study Skills tutorial

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it.

The Elise Study Skills tutorial (subjectguides.library.unsw.edu.au/elise) is *highly recommended* to Postgraduate students in their first semester of study. On completion, students will be able to:

- Understand the need for citing information and be able to use appropriate referencing styles
- Conform with conventions and requirements relating to the access and use of information
- Understand and abide by copyright laws

4. Turnitin

Turnitin is an originality checking and plagiarism prevention tool that enables submitted written assignments to be checked for plagiarism including improper citation or misappropriated content. Each assignment submitted to Turnitin is checked against the submitted assignments of other students as well as the Internet and key resources (including library databases, text-book publishers, digital reference collections, subscription-based publications, homework helper sites and books) as selected by the course convenor.

Some courses may require all students in that course to submit their work into Turnitin when they submit their work. However, academics can also use it to check an individual student's assignment when they are marking it. You can find out more about Turnitin here: <https://student.unsw.edu.au/moodle>

Addressing plagiarism and academic misconduct

As a postgraduate student you need to be aware that any allegation of plagiarism needs to be investigated by the School and that if the allegation is proven, the student is placed on the **UNSW Student Plagiarism and Misconduct Register**.

Plagiarism varies in its extent and seriousness and procedures are in place that deal with plagiarism through education and referral to the Learning Centre to more formal reprimands and penalties depending on the seriousness of the plagiarism and previous history of the student. Penalties for students found guilty of repeated plagiarism can include a reduction in marks, failing a course, or for more serious matters, suspension or exclusion from the University.

For more information on academic misconduct you can refer to:

www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Additional support to students

The Learning Centre has a number of handouts to assist you in preparing for presentations and exams, including those titled: 'Seminar presentations', 'Speaking to an audience' and 'Multiple choice exams'. See here for more information:

<http://www.lc.unsw.edu.au/>

Suggested reading

Readings will be outlined in the lectures.

Timetable for semester 1, 2014

Tuesday 3rd March – Tuesday 27th May (weeks 1-12)

Tuesday date	Week	LECTURE <i>Mathews Theatre B</i> 12pm - 1pm Tuesdays	TUTORIAL <i>Various rooms</i> 10am – 11am OR 11am – 12pm OR 1pm – 2pm Tuesdays
4 th March	1	L1: Introduction and definitions	No tutorial
11 th March	2	L2: The human body	T1: Introduction and gross human anatomy
18 th March	3 ¹	L3: Physical activity and health	T2: Methods in science
25 th March	4	L4: Psychology	T3: Affective disorders and relaxation
1 st April	5	L5: Evolution and public health	T4: The IPAQ and Australia's health
8 th April	6 ²	L6: Skeletal muscles	T5: Case studies
15 th April	7	L7: Metabolism	T6: Biomechanics
22 nd April (Friday 18 th April – Sunday 27 th April)	Mid-semester Easter Bunny break		
29 th April	8	L8: Acute effects of physical activity	T7: Group presentation week ³
6 th May	9	L9: Physical activity training	T8: Group presentation week ³
13 th May	10	L10: Measuring physical activity	T9: Group presentation week ³
20 th May	11 ¹	L11: Personal training	T10: Posture
27 th May	12	L12: Nutrition	T11: Analyse your diet
3 rd June →	Study and exam periods ⁴		

¹ Assessment item(s) 1, online quizzes (n=2), each worth 5% of total course grade = together worth 10% of total course grade.

² Assessment item 2, online blog assignment, worth 15% of total course grade.

³ Assessment item 3, tutorial group presentation, worth 25% of total course grade.

⁴ Assessment item 4, multiple choice exam of 100 questions, worth 50% of total course grade.