



School of Medicine

EXSC920: Clinical Exercise Physiology

Subject Outline

Autumn, 2017
On-Campus
Wollongong

Subject Information

Credit Points: 24
Pre-requisite(s): EXSC320 & SHS220/MEDI220 & SHS221/MEDI221 & SHS313/MEDI313 & SHS320/MEDI320 or equivalent from other University
Co-requisite(s): Nil
Restrictions: Authorised Postgraduate Students
Contact Hours: 6 hrs Lectures; 6 hrs Practicals; 9 hrs Tutorials

Subject Contacts

Subject Coordinator/Lecturer/Demonstrator/Tutor

Name:	Marc Brown
Location:	Building 41, Room 332
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Consultation mode and times:	TBA

Lecturer/Demonstrator/Tutor

Name:	Angela Douglas
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Consultation mode and times:	TBA

Lecturer/Demonstrator/Tutor

Name:	Dr Deirdre McGhee
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Consultation mode and times:	TBA

Student Support and Advice

For general enquiries please contact StudentHub 41:

Location: 41.138B
Telephone: 61 2 4221 3492
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Section A: General Information

Subject Learning Outcomes

On successful completion of this subject, students will be able to:
1. Explain the pathologies presented and the manner in which the pathologies impact on the cell, the system and the individual. The pathologies to be included are presented in detail in the schedule of lectures, practical sessions and tutorials and include common musculoskeletal, cardiorespiratory, neurological pathologies as well as other chronic and complex conditions.
2. Outline common treatment regimens and explain the psychological and psychosocial impacts of these pathologies.
3. Discuss and explain non-exercise interventions (i.e. surgical, medical, pharmaceutical, other therapies), commonly applied to people with these pathologies.
4. Conduct a professional interview and functional assessments for physical activity for a person with these pathologies.
5. Outline safety implications, specifically recognising and addressing red and yellow flags, for the client with pathologies, with special emphasis on the impact of co-morbidities and exercise delivery strategies in order to maximise safety in participation.
6. Use functional assessments to inform the exercise prescription and develop such a prescription.
7. Demonstrate and teach correct exercise techniques, progressions, modifications and effectively cue or correct inappropriate or unsafe movement execution.
8. Demonstrate the capability to design and manage a traditional exercise intervention for a person or group with specific multi-pathologies using the following schema: Rationale and goal setting, assessment, design of exercise intervention, progression and management in order to achieve specific outcomes.
9. Explain the impact of medication on these pathologies and on the individuals' exercise response, be it acute or chronic exercise.
10. Recommend appropriate modification of fitness/lifestyle oriented equipment and processes for a person with these pathologies.
11. Identify and explain the roles and responsibilities of the multi-disciplinary allied health care team for a person with these pathologies.
12. Demonstrate effective and professional verbal and non-verbal communication
13. Understand the EP scope of practice within the NSW Workers Compensation Scheme and the Australian Medicare System.
14. Understand the professional boundaries of exercise physiology, the ethical boundaries of clinical practice and the implications of privacy legislation
15. Evaluate and constructively critique your peers, as well as acknowledge, accept and act on constructive criticism from peers and academics.

Subject Description

This subject will provide students with the conceptual knowledge, professional competencies and skills to independently and effectively manage exercise rehabilitation clientele. Students will develop a strong understanding of musculoskeletal injury, cardiorespiratory disease, neurological and neuromuscular impairment and other chronic and complex conditions. Furthermore, students will be expected to integrate pathology-specific knowledge to develop appropriate exercise interventions within a clinically relevant time-frame. The development of competencies and knowledge in dealing with multi-pathology cases is essential for the practicing Exercise Physiologist. Thus, this subject will enable students to develop a strong ethical and professional standard to ensure best practice in a clinical setting.

Readings, References and Materials

Textbooks

The following text(s) will need to be purchased by students enrolled in this class.

- ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities, 4th Edition. Human Kinetics, 2009.

Prescribed Readings (includes eReadings)

The following readings are prescribed for this subject, but students are not expected to purchase these. They are available to students through the library on the subjects eLearning site.

Required Readings in preparation for placement

- ESSA Code of Professional Conduct and Ethical Practice (available on e-Learning/Moodle)
- NSW Health Code of Conduct (available on e-Learning/Moodle)
- University of Wollongong Code of Practice: Student Professional Experience (available on e-Learning/Moodle)
- UOW Exercise Physiology Clinical Placement Manual 2015 (will be available on e-Learning/Moodle)

Materials

Practical Placement shirts (to be organised by the placement co-ordinator) Stethoscope, blood pressure cuff & ECG divider (optional, but highly recommended)

Recommended Readings

The following references complement the prescribed readings and textbooks:

- ACSM's Resources for Clinical Exercise Physiology: Musculoskeletal, Neuromuscular, Neoplastic, Immunologic, Hematologic Conditions, 2nd Edition. Lippincott, Williams and Wilkins, 2010.
- Clinical Exercise Physiology, 3rd Edition by Ehrman et al. Human Kinetics, 2013
- ACSM Guidelines for Exercise Testing and Prescription, 8th Edition. Lippincott, Williams and Wilkins, 2010.
- Explain Pain by Butler & Moseley. Noigroup Publications, 2003.
- ECG Workout, 5th Edition by Jane Huff. Lippincott, Williams & Wilkins, 2006.
- ECG Interpretation for the Clinical Exercise Physiologist by Dunbar & Saul. Lippincott, Williams and Wilkins, 2009.
- Kinesiology: The Mechanics and Pathomechanics of Human Movement, by Carol A Oatis. Lippincott Williams and Wilkins. (any edition).
- Pathophysiology of Heart Disease by LC Lilly. Editors - Williams & Wilkins (any edition).

Recommended readings are not intended as an exhaustive list, students should use the Library catalogue and databases to locate additional resources.

Recent Changes to this Subject

Nil

List of Topics Covered

The following are examples of the topics to be covered in this course. This is not an exhaustive list and will be subject to change.

Exercise Testing, Assessment & Programming for:

Chronic Pain, Musculoskeletal Conditions, Metabolic & Renal Disorders, Ageing & Falls Risk, Neurological Conditions, Mental Health, Cardiovascular Disease, Respiratory Disorders, Immunological Conditions, Rheumatological Conditions, and Special Populations (Pregnancy, Indigenous Populations, Fibromyalgia & Chronic Fatigue Syndrome).

Additional topics on Communication, Blood Pressure Assessment, ECG Interpretation, Exercise Tolerance Testing, Medications, Metabolic Equations, and Subjective Assessments will also be covered.

A Timetable of Topics will be available from the eLearning site in orientation week.

Section B: Assessment

Assessment Summary

Assessment Item	Form of Assessment	Due Date	Return/ Feedback Due Dates	Weighting
Assessment 1	Pathology Presentation (Professional Terminology)	March 28	April 18	5%
Assessment 2	Pathology Information Brochure (Lay Terminology)	March 28	April 18	5%
Assessment 3	Clinical Interviewing	April 26 & 27	May 17 & 18	10%
Assessment 4	Group Written Case & Presentation	May 5 (case) May 11 (oral)	June 1	15%
Assessment 5	"Best Practice" Literature Review Report	June 2	June 23	10%
Assessment 6	Clinical Skills Assessments	STU VAC (June 6 – 9) - LAST CHANCE	Immediate	Satisfactory/ Unsatisfactory
Assessment 7	Professionalism & Behaviour	June 16	June 23	5%
Assessment 8	Final Oral Clinical Case Study Exam	Exam Week 1 (June 13 – 16)	N/A	50%
Total Marks				100%

Details of Assessment Tasks

Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission.

Assessment 1	Pathology Presentation (Professional terminology)
Due Date	March 28
Weighting	5%
Submission	<p>A copy of your power point presentation must be submitted to the lecturer by email (marc_brown@uow.edu.au) by 5pm Monday, March 27. Late submissions will incur a penalty.</p> <p>Copies of individual power point presentations will be uploaded to Moodle prior to the presentations, so students have access to the notes.</p>
Type of Collaboration	Individual Assessment
Length	Oral: 15 minutes (10 minutes for presentation; 5 minutes for questions)
Details	<p>The student will be required to present a 10 minute talk (3 - 5 minutes for questions) to the class on their selected pathology.</p> <p>Requirements include:</p> <ol style="list-style-type: none"> 1. Presentation MUST be on power point 2. All components of the pathology report MUST be included to receive full marks 3. The presentation MUST be given in clinical/professional terms as if speaking to other allied health professionals. 4. Look professional when presenting your report (i.e. attire, appearance, etc.) <p>You will also be marked on:</p> <ol style="list-style-type: none"> 1. Presentation style & organisation of power point presentation 2. Accuracy & appropriateness of information 3. Presentation delivered within the allotted time allocation (10 minutes; 3-5 minutes questions)

	<p>Pathology Presentation:</p> <p>Areas to be covered include:</p> <ol style="list-style-type: none"> 1. An explanation and outline of the pathology under investigation, including key statistics related to the Australian population. 2. Medical diagnosis and treatment (i.e. surgical, medications, etc.) 3. The effect of the pathology on exercise and functional capacity 4. The effects of exercise on the pathology (i.e. most appropriate screening tools or assessments, type/form of exercise intervention, special considerations for an exercise intervention, and clinical evidence for the benefit of exercise as an intervention. If no literature, then give scientific/physiological reasoning/rationale for exercise). 5. Special considerations for this population, (e.g. ability to access facilities, co-morbidities, etc.). 6. Services and facilities available for this population within NSW and Australia 7. Provide evidence (supporting literature) for the benefits of EXERCISE (part 4 above) on the pathology population and provide ONLY 5 key professional journal articles (books don't count) that support your case. (These must be used AND cited in your slides to support your presentation, as well as included in a complete references list on the last slide.
Style and format	Presentation
Subject Learning Outcomes	1-3, 5, 9-10, 12, 15
Marking Criteria	The marking criteria or marking rubrics will be made available on your eLearning site by week 1 of session.

Assessment 2	Pathology Information Brochure (Lay Terminology)
Due Date	March 28
Weighting	5%
Submission	To be handed in at the beginning of class on the due date.
Type of Collaboration	Individual Assessment
Length	2 - A4 pages MAX
Details	<p>Using available reference books and websites, plus additional resources (textbooks and journal articles), design a 2 x A4-page colour pathology flyer for an information/fact sheet stand at a rehabilitation clinic. The pathology flyer must relate to the pathology you have been assigned for your presentation and must include at a minimum:</p> <ol style="list-style-type: none"> 1. An explanation and outline of the pathology under investigation. 2. Medical diagnosis and treatment (i.e. surgical, medications, etc.) 3. The effect of the pathology on exercise and functional capacity 4. The effect of exercise on the pathology (i.e. What are the benefits of exercise AND what is the best type/form of exercise for this pathology). 5. Special considerations for this pathology population, (i.e. considerations for exercise, ability to access facilities, co-morbidities, etc.). 6. Services and facilities available for this population within NSW and Australia <p>*Students are encouraged to be creative with the fact sheet design, format and style. The fact sheet must be designed to be read easily, understood and used by a client (or family member) with that pathology (i.e. LAY TERMINOLOGY).</p>
Style and format	Written
Subject Learning Outcomes	1-3, 5, 9-10, 12, 15

Marking Criteria	The marking criteria or marking rubrics will be made available on your eLearning site by week 1 of session.
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Assessment 3	Clinical Interviewing
Due Date	April 26 & 27
Weighting	10%
Submission	All written documentation used during the interview will be collected at the end. The interview will be recorded by Video. Part of the assessment will require you to submit a 1-page reflective analysis of your own interview, based on reviewing the video and the feedback provided after your interview.
Type of Collaboration	Individual Assessment
Length	30 minutes oral (15 minute interview, 10 min debrief and a 5 min change over) ; 1 page written
Details	<ol style="list-style-type: none"> 1. You will be required to develop a Health History Form to use during your interview. This will be based on the simulated interviews conducted during class, and will take into consideration that you will potentially be interviewing a client who may have multi-pathologies. 2. You will be provided with your case the day before the assessment. 3. You will have 15 minutes to conduct a health history interview for your client. This will involve both collecting the information from the client and providing them with additional appropriate information, or answering questions. Note: The time does not include conducting a physical assessment, or explaining/gaining consent. At the completion of the interview, your written sheets will be collected as part of the marking process. If you wish to use these for your reflection, they will be available to collect after the last student has completed their interview assessment, and will be re-collected with your reflection. 4. The interviews will be recorded using video, for the purposes of: i) additional analysis for marking, and ii) self-reflection of your own interview performance. 5. Your video will then be made available to you (only) to view in your own time. 6. You will write a one-page reflective piece that analyses your interview, and critiques what you did well, and what you want to improve on in your upcoming clinical placement. Reflecting on practice is a critical skill.
Style and format	Interview
Subject Learning Outcomes	1-4, 9-10, 12, 14-15
Marking Criteria	The marking criteria or marking rubrics will be made available on your eLearning site by week 1 of session.

Assessment 4	Group Written Case & Presentation
Due Date	May 5 (case); May 11 (oral)
Weighting	15%
Submission	One copy of the case (per group) must be emailed to the subject coordinator (Marc Brown) no later than 3pm on Friday, May 5 (Week 9). Late submissions will incur a penalty.
Type of Collaboration	Group Project
Length	30 minutes oral defence; 4-6 pages written case template
Details	<p>In week 7 (Thursday, April 13), you will be allocated to a group to prepare a case to present in week 10. One copy of the case (per group) must be submitted by email to the subject coordinator no later than 3pm on Friday, May 5 (Week 9).</p> <p>A copy of each group's case and program will be uploaded to Moodle following the presentations as a study tool for the final exam.</p>

	<p>During the defence, each member of the group will be asked questions about any part of the case, whereby they must provide clinical reasoning to support the exercise intervention the group agreed to and prescribed.</p> <p>Each student's mark will be a combination of the group mark for the written case (10%) and the individual defence mark (5%).</p> <p>Week 9: Submit (via email) the completed written group case to the subject coordinator (Marc Brown) no later than 3pm on Friday, May 5 (Week 9).</p> <p>Week 10: Present the clinical defence of your case on Thursday, May 11.</p> <p>All students will be required to attend all group case study defences in that week. Make sure you dress professionally.</p>
Style and format	Group Presentation
Subject Learning Outcomes	1-3, 5-13, 15
Marking Criteria	The marking criteria or marking rubrics will be made available on your eLearning site by week 1 of session.

Assessment 5	"Best Practice" Literature Review Report
Due Date	June 2
Weighting	10%
Submission	Your completed literature review, with accompanying clinical reasoning and clinical case exercise program must be emailed to the subject coordinator (Marc Brown) by email no later than 4pm on Friday, June 2.
Type of Collaboration	Individual Assessment
Length	6 pages literature review; 2 pages clinical reasoning and case programming
Details	<p>Students will be assigned a pathology and are required to conduct a systematic review of the pathology in question as it relates to exercise interventions and exercise precautions in the treatment and management of the condition in order to identify and present 'Best Practice' for the prescription of exercise.</p> <p>Students will be provided with a brief case study, pertaining to their specific pathology, and will be required to apply the information they found doing the systematic literature review to design an effective "Best Practice" exercise program and to provide relevant clinical reasoning to follow-up questions following each case study.</p>
Style and format	Written
Subject Learning Outcomes	1-3, 5-6, 8, 10, 12, 15
Marking Criteria	The marking criteria or marking rubrics will be made available on your eLearning site by week 1 of session.

Assessment 6	Clinical Skills Assessments
Due Date	STU VAC (June 6 – 9) - LAST CHANCE (Can assess early if you wish)
Weighting	Satisfactory / Unsatisfactory
Submission	N/A
Type of Collaboration	Individual Assessment
Length	2 hours (over 3 individual OSCE's: cardiac, neuro/functional & musculoskeletal)
Details	Skills Assessments will be based on material covered in both practical sessions and lectures and will also include weekly ECG tracings. All students attending the assessment are required to be dressed in appropriate exercise attire and/or professional attire where instructed and appropriate. Practice sessions will take place throughout the session

	(Tuesdays & Fridays) and it is strongly recommended that you take advantage of these sessions as additional practice sessions will not be scheduled.
Style and format	Skills Assessment
Subject Learning Outcomes	5-7, 12, 15
Marking Criteria	The marking criteria or marking rubrics will be made available on your eLearning site by week 1 of session.

Assessment 7	Professionalism & Behaviour
Due Date	June 16
Weighting	5%
Submission	N/A
Type of Collaboration	Individual Assessment
Length	All semester
Details	<p>A professionalism mark will be allocated based on your professional behaviour throughout the semester. It will include, but not be limited to:</p> <ol style="list-style-type: none"> 1. Participation & Preparedness (case studies, self-evaluation of workcover EPMP on eLearning, pre-readings, skills practice sessions, etc.) 2. Attendance and Punctuality 3. Behaviour in class (i.e. talking, using mobile phone, sleeping, etc.) 4. Appropriate dress attire [Minimum professional attire: polo shirt or blouse (no t-shirts or singlets), dark skirt or trousers, mid-thigh length dress shorts, closed, flat-heeled leather shoes in black, navy blue or brown, or nice running shoes. Exercise attire: t-shirt, singlet or sports bra, shorts or sweat pants, socks and running shoes] 5. Professional and respectful communication and interaction with fellow students and academics 6. Clinical behaviour and attitude 7. Appearance and hygiene (shaven, showered, etc.) 8. Management of your own health and illness
Style and format	Skills Assessments
Subject Learning Outcomes	13,14
Marking Criteria	Students will lose 1 percentage point for every infraction, except for use of mobile phones. Use of mobile phones will incur a 2 percentage point penalty for each infraction.

Assessment 8	Final Oral Clinical Case Study Exam
Due Date	Exam Week 1 (June 13 – 16)
Weighting	50%
Submission	N/A
Type of Collaboration	Individual Assessment
Length	50 minutes preparation (MINIMUM); 40 minutes defence (MINIMUM)
Details	<p>Examination format: The clinical examination will be based on material covered in all practical sessions and lectures. All students attending the examination are required to be dressed in appropriate professional clinical attire (See Assessment #6 – Professionalism). If your standard of dress is deemed inappropriate, you will not be allowed to sit the examination which could result in failure (TF) of the subject. This examination is conducted during the second week of the examination period.</p> <p>The Clinical Examination will be conducted in 2 stages, on the same day.</p> <p>A. Programme Formulation: You will be given a multi-pathology case study to review. You will then have a minimum of 50-minutes to develop</p>

	<p>the appropriate exercise intervention strategy for the client. You will be given several A4 templates/sheets of paper and be required to generate your assessments, initial session, progressive strategies and exercise rehabilitation goals and outcomes. You will be marked entirely on your verbal content/responses, clinical reasoning skills and your justification during the defence. You are NOT assessed on the written document. The document is for your use during the defence. The length, number of sessions, program structure, etc. of your intervention is up to you.</p> <p>B. Programme Defence: You will then be required to participate in a minimum 40-minute oral defence of your programme. This defence will assess the appropriateness of your goals, assessment, initial and progressive programme, outcomes and clinical reasoning. You will be required to present your intervention and defend your approach and structure. You may also be asked to demonstrate anything related to your programme.</p> <p>You will be assessed on the safety and effectiveness of your program and if your program is deemed unsafe, you will receive a TF for the subject. Your program will be assessed against the case study template used in class and if your program is deemed safe but ineffective, you MAY be give a supplementary exam, although this is not guaranteed.</p>
Style and format	Clinical Case Study Exam
Subject Learning Outcomes	1-3, 5-13, 15
Marking Criteria	The marking criteria or marking rubrics will be made available on your eLearning site by week 1 of session.

Minimum Requirements for a Pass in this Subject

To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject, even where total marks accumulated are greater than 50%.

The minimum performance requirements for this subject are:

- Pass all assessment tasks, including the final exam

Minimum Student Attendance and Participation

It is expected that students will allocate 36 hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks.

Student attendance at **all lectures, tutorials and practicals** is compulsory and students must attend 100% of classes, otherwise it will incur a reduction in the professionalism mark. Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage:

<http://www.uow.edu.au/student/central/academicconsideration/index.html>

Scaling

Scaling may occur in this subject in the form of Z scores.

Late Submission

Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage: <http://www.uow.edu.au/student/central/academicconsideration/index.html>

Late Submission Penalty – at 5%

Late submission of an assessment task without an approved extension of the deadline is not acceptable. Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is: the total possible marks x 0.05 x number of days late. For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

For example:

- Student A submits an assignment which is marked out of 100. The assignment is submitted 7 days late. This means that a late penalty of 35 marks will apply ($100 \times 0.05 \times 7$). The assignment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assignment (85 (original mark) – 35 marks (late penalty) = 50/100 (final mark)).
- Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ($(20 \times 0.05 \times 3)$). The report is marked as per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report (17 (original mark) – 3 marks (late penalty) = 14/20 (final mark)).

No marks will be awarded for work submitted either after the assessment has been returned to the students or more than two weeks after the due date, whichever is the sooner. This does not apply to situations where a particular assessment task is undertaken by students at different times throughout the session, but where the assessment is based on experiments or case studies specific to a student. In this case no marks will be awarded for work submitted more than two weeks after the due date.

Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.

System of Referencing Used for Written Work

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: <http://uow.libguides.com/refcite>

Submission of Assessments

Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging submission. Students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assessments in the event that re-submission is required.

Assessment Return

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.

Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

Student Consultation and Communication

University staff receive many emails each day. In order to enable them to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication.

Please ensure that you include your full name and student number and identify your practical class or tutorial group in your email so that staff know who they are communicating with and can follow-up personally where appropriate.

Consider what the communication is about

- Is your question addressed elsewhere (e.g. in the subject outline or, on the eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment.
- Are you addressing your request to the most appropriate person?

Specific email subject title to enable easy identification of issue

- Identify the subject code of the subject you are enquiring about (as staff may be involved in more than one subject) put this in the email subject heading. Add a brief, specific query reference after the subject code where appropriate.

Professional courtesy

- Address the staff member appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid 'text-speak' abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Allow 3 – 4 working days for a response before following up. If the matter is legitimately urgent, you may wish to try telephoning the staff member (and leaving a voicemail message if necessary) or inquiring at the School Office.

eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link:

http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf

Use of Internet Sources

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.

Lecture, Tutorial, Laboratory Times

On campus

All timetable information is subject to variation. Check latest timetabling information on the 'Current Student' webpage on UOW website or log into SOLS to view your personal timetable prior to attending classes.

<http://www.uow.edu.au/student/index.html>

Timetable information can be accessed from

<http://www.uow.edu.au/student/timetables/info/index.html>

Key University Dates can be accessed from

<http://www.uow.edu.au/student/dates/index.html>

Extraordinary Changes for the Subject after Release of the Subject

Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

Learning Analytics

Data on student performance and engagement (such as Moodle and University Library usage, task marks, use of SOLS) will be available to the Subject Coordinator to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to

<http://www.uow.edu.au/dvca/bala/analytics/index.html>

The Assessment Quality Cycle

The Assessment Quality Cycle provides a level of assurance that assessment practice across the University is appropriate, consistent and fair.

Assessment Quality Cycle Activities are undertaken to contribute to the continuous improvement of assessment and promote good practices in relation to the:

- a. design of the assessment suite and individual assessment tasks;
- b. marking of individual assessment tasks;
- c. finalisation of subject marks and grades; and
- d. review of the subject prior to subsequent delivery

Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Academic Integrity Policy

The full policy on Academic Integrity Policy is found in the Policy Directory on the UOW website.

“The University’s Academic Integrity Policy, Faculty Handbooks and subject guides clearly set out the University’s expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement or without the explicit permission of the Subject Coordinator. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University.”

Student Academic Complaints Policy (Coursework or Higher Degree Research)

In accordance with the Coursework Student Academic Complaints Policy, a student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student’s right to appropriate and useful feedback on their performance in an assessment task. Refer to the Coursework Student Academic Complaints Policy for further information.

Student Support Services and Facilities

Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University”, “Help at University” as well as information and support on “Careers and Jobs”. <http://www.uow.edu.au/student/services/index.html>

Student Etiquette

Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning ‘Netiquette’ can be found at <http://www.uow.edu.au/student/elearning/netiquette/index.html>

UOW Grade Descriptors

The University of Wollongong Grade Descriptors are general statements that describe student performance at each of the University's grade levels.

Grade	Mark %	Descriptor
High Distinction HD	85-100	<p>A high distinction grade (HD) is awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a distinction grade plus (as applicable):</p> <ul style="list-style-type: none"> • consistent evidence of deep and critical understanding • substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches • critical evaluation of problems, their solutions and their implications • use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work • creativity in application as appropriate to the discipline • eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline • consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy • all or almost all answers correct, very few or none incorrect
Distinction D	75-84	<p>A distinction grade (D) is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a credit grade plus (as applicable):</p> <ul style="list-style-type: none"> • evidence of integration and evaluation of critical ideas, principles, concepts and/or theories • distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts • demonstration of frequent originality in defining and analysing issues or problems and providing solutions • fluent and thorough communication of information and ideas in terms of the conventions of the discipline • frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy • most answers correct, few incorrect
Credit C	65-74	<p>A credit grade (C) is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a pass grade plus (as applicable):</p> <ul style="list-style-type: none"> • evidence of learning that goes beyond replication of content knowledge or skills • demonstration of solid understanding of fundamental concepts in the field of study • demonstration of the ability to apply these concepts in a variety of contexts • use of convincing arguments with appropriate coherent and logical reasoning • clear communication of information and ideas in terms of the conventions of the discipline • regular application of appropriate skills, techniques and methods with high levels of precision and accuracy • many answers correct, some incorrect
Pass P	50-64	<p>A pass grade (P) is awarded for performance that provides evidence of a satisfactory level attainment of the relevant subject learning outcomes, demonstrating (as applicable):</p> <ul style="list-style-type: none"> • knowledge, understanding and application of fundamental concepts of the field of study • use of routine arguments with acceptable reasoning • adequate communication of information and ideas in terms of the conventions of the discipline • ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy • a combination of correct and incorrect answers
Fail F	<50	<p>A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes.</p>
Technical Fail TF		<p>A technical fail (TF) grade is given when minimum performance level requirements for at least one assessment item in the subject as a whole has not been met despite the student achieving at least a satisfactory level of attainment of the subject learning outcomes.</p>
Satisfactory S		<p>A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes.</p>
Unsatisfactory U		<p>An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes.</p>
Excellent E		<p>An excellent grade (E) may be awarded, instead of a satisfactory grade (S), within subjects from the School of Medicine that have been completed with a consistent pattern of high standard of performance in all aspects of the subject.</p>

More details on UOW Grade descriptors can be found on the following link

<http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow194941.pdf>

University Policies

Students should be familiar with the following University policies:

- a. Code of Practice – Teaching and Assessment - Teaching
<http://www.uow.edu.au/about/policy/UOW058666.html>
- b. Teaching and Assessment: Assessment and Feedback Policy
<http://www.uow.edu.au/about/policy/alphalisting/UOW222905.html>
- c. Teaching and Assessment: Subject Delivery Policy
<http://www.uow.edu.au/about/policy/alphalisting/UOW222906.html>
- d. Code of Practice – Research, where relevant
<http://www.uow.edu.au/about/policy/UOW058663.html>
- e. Code of Practice – Honours, where relevant
<http://www.uow.edu.au/about/policy/UOW058661.html>
- f. Student Charter
<http://www.uow.edu.au/student/charter/index.html>
- g. Code of Practice – Student Professional Experience, where relevant
<http://www.uow.edu.au/about/policy/UOW058662.html>
- h. Academic Integrity and Plagiarism Policy
<http://www.uow.edu.au/about/policy/UOW058648.html>
- i. Student Academic Consideration Policy
<http://www.uow.edu.au/about/policy/UOW058721.html>
- j. Course Progress Policy
<http://www.uow.edu.au/about/policy/UOW058679.html>
- k. Copyright Policy
<http://www.uow.edu.au/about/policy/alphalisting/UOW026670.html>
- l. Academic Complaints Policy (Coursework and Honours Students)
<http://www.uow.edu.au/about/policy/UOW058653.html>
- m. Inclusive Language Policy
<http://www.uow.edu.au/about/policy/alphalisting/UOW140611.html>
- n. Workplace Health and Safety, where relevant
<http://staff.uow.edu.au/ohs/index.html>
- o. Intellectual Property Policy
<http://www.uow.edu.au/about/policy/UOW058689.html>
- p. IP Student Assessment of Intellectual Property Policy, where relevant
<http://www.uow.edu.au/about/policy/UOW058690.html>
- q. Policy on Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects, where relevant
<http://www.uow.edu.au/about/policy/UOW058708.html>
- r. Human Research Ethics Guidelines, where relevant
<http://www.uow.edu.au/research/ethics/human/index.html>
- s. Animal Research Guidelines, where relevant
<http://www.uow.edu.au/research/ethics/UOW009373.html>

- t. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for research students
<http://www.uow.edu.au/about/policy/rules/UOW060095.html>

Version Control Table

Version Control	Release Date	Author/Reviewer	Approved By	Amendment
1	20170123	Marc Brown – Subject Coordinator	Sonia Losinno – Learning & Teaching Officer	EXSC920 Autumn 2017 Subject Outline