



COURSE OUTLINE

SPX100 Physical Activity and Health

Course Coordinator: David Jenkins (djenkins@usc.edu.au) **School:** School of Health and Behavioural Sciences

2022 | Semester 1

USC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course you will learn about contemporary thinking in health promotion, as it relates to the levels of physical activity of the population. You will examine a range of health programs and agencies and analyse the various issues involving them. You will be introduced to physical activity levels across the lifespan and within special populations and explore interventions to improve health and fitness (and associated psychological aspects). You will complement this thinking with research from other areas of health, sport and exercise in improving the health status of the population.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online materials	2hrs	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	13 times

1.3. Course Topics

- Promoting Health Across the Lifespan
- Individuals and Populations
- Environments and Health Promotion
- Behaviour change models and techniques
- PA Campaigns, Politics and Funding
- Designing and Evaluating Interventions

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Describe the roles of Exercise Scientists in the broad structure and success of the Australian health system.	Engaged
2 Explain the role of sedentary behaviour and physical activity in the aetiology, prevention and management of chronic conditions, mental health and disability.	Knowledgeable
3 Describe the potential impact of public policy on promoting physical activity and reducing sedentary behaviour in diverse populations and identify agencies involved in the promotion of physical activity and identify potential partners to assist with this promotion.	Empowered
4 Apply and evaluate population-level recommendations and Australian guidelines for optimising physical activity and reducing sedentary behaviour across the lifespan.	Empowered
5 Relate the benefits and risks of physical activity and apply evidence-based principles to recommend appropriate levels of physical activity for diverse populations.	Engaged
6 Identify and assess populations at risk of insufficient physical activity or sedentary behaviour to inform development of appropriate recommendations and/or interventions.	Creative and critical thinker

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

PUB104

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students will work on formative tasks toward Tasks 1 and 2 in class time and receive formative feedback on these during class. Students will be provided with example MCQ and/or short answer questions to work through in class time, formatively for the exam.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Group	25%	15 minutes presentation, 15 PowerPoint slides	Week 5	Online Assignment Submission with plagiarism check and in class
All	2	Written Piece	Individual	40%	1500 words	Week 12	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	35%	120 minutes	Exam Period	Online Submission

All - Assessment Task 1: Monitoring and Measuring Physical activity

GOAL:	To develop skills in measuring and monitoring physical activity, and using research to identify links between physical inactivity and health outcomes for specific populations	
PRODUCT:	Oral and Written Piece	
FORMAT:	In groups of 4 or 5, student will collect and analyse data about physical activity in a specified population, and present their findings in a 15 min oral presentation with Powerpoint slides.	
CRITERIA:	No.	Learning Outcome assessed
	1	Explanation of the role of sedentary behaviour and physical activity in the aetiology, prevention and management of chronic conditions, mental health and disability. 2
	2	Relevance of evidence to identify issues in physical activity and sedentary behaviour 6
	3	Effectiveness of communication of data about physical activity and links to health outcomes 2

All - Assessment Task 2: Health Promotion project portfolio

GOAL:	To demonstrate abilities in developing a health promotion plan to increase physical activity or reduce sedentary behaviour among a specified population group.	
PRODUCT:	Written Piece	
FORMAT:	Written assignment, using a template provided.	
CRITERIA:	No.	Learning Outcome assessed
	1	Appropriateness of health promotion strategies to address determinants of a physical inactivity in a specified population 6
	2	Application of health promotion principles, and appropriate theories/models to design health promotion strategy activities. 4 5
	3	Quality of written communication and adherence to genre 3 4
	4	Use of evidence to develop a portfolio of health promotion strategies. 5

All - Assessment Task 3: Final Examination

GOAL:	To demonstrate understanding and application of knowledge about appropriate recommendations and/or interventions for populations at risk of insufficient physical activity or sedentary behaviour	
PRODUCT:	Examination - Centrally Scheduled	
FORMAT:	Multiple choice and short answer questions on case studies to be completed via an online, centrally scheduled examination. This will be held during the final exam period.	
CRITERIA:	No.	Learning Outcome assessed
	1	Description of the role of Exercise Scientists in the broad structure of the Australian health system 1
	2	Reducing sedentary behaviour across the lifespan using population-level recommendations and Australian guidelines for optimising physical activity. 4
	3	Recommendations of appropriate levels of physical activity for diverse populations. 5
	4	Assessment of populations at risk of insufficient physical activity or sedentary behaviour and development of appropriate recommendations and/or interventions 6

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1	Learning materials: Introduction to SPX100 Tutorial: Introduction to SPX100 Private Study
Week 2	Learning materials: Promoting Health Across the Lifespan Tutorial: Promoting Health Across the Lifespan Private Study
Week 3	Learning materials: Individuals and Populations I Tutorial: Individuals and Populations I Private Study
Week 4	Learning materials: Individuals and Populations II Tutorial: Individuals and Populations II Private Study
Week 5	Learning materials: Environments and Health Promotion I Tutorial: Environments and Health Promotion I Private Study Assessment . On-line Quiz I
Week 6	Learning materials: Environments and Health Promotion II Tutorial: Environments and Health Promotion II Private Study
Week 7	Learning materials: Behaviour change models and techniques Tutorial: Behaviour change models and techniques Private Study
Week 8	Learning materials: PA Campaigns, Politics and Funding Tutorial: PA Campaigns, Politics and Funding Private Study
Week 9	Learning materials: Designing and Evaluating Interventions I Tutorial: Designing and Evaluating Interventions I Private Study Assessment . On-line Quiz II
Week 10	Learning materials: Designing and Evaluating Interventions II Tutorial: Designing and Evaluating Interventions II Private Study
Week 11	Learning materials Private study
Week 12	Learning materials Private study
Week 13	Learning materials: Conclusions, future directions Private study

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Harold Kohl III, Tinker Murray, Deborah Salvo	2020	Foundations of Physical Activity and Public Health	2nd	Human Kinetics
Recommended	Bouchard, C, Blair, S.N. & Haskell, W.L	2012	Physical Activity and Health	2nd	Human Kinetics
Recommended	Dishman, R., Heath, G. & Lee	2013	Physical Activity Epidemiology	2nd	Human Kinetics

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale.

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Tasks 1 & 2: Standard USC policy on late submission will apply

Task 3: Late submission is N/A, as this is a centrally scheduled examination

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au