



COURSE OUTLINE

SPX306

Clinical Skills for Exercise Physiology

Course Coordinator: Suzanne Broadbent (sbroadbe@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

This course is designed for Bachelor of Clinical Exercise Physiology students to master clinical skills and competencies that are part of professional Exercise Physiology practice for cardiopulmonary, metabolic and musculoskeletal clients. You will learn point of care testing, cardiac electrocardiography and exercise assessments, pulmonary testing and interpretation, and clinical musculoskeletal assessments for range of motion and muscular strength. You will demonstrate competencies in clinical assessments which align with Exercise and Sports Science Australia accreditation requirements.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online materials presenting theoretical knowledge (pathophysiologies, pharmacology, professional association guidelines) and resources required to meet industry standards and external accreditation	1hr	Week 1	13 times
Laboratory 1 – Blended learning including practical clinical skills and competencies, and simulated learning, required by the external accrediting organisation to meet professional standards.	3hrs	Week 1	13 times

1.3. Course Topics

- Clinical assessments for point of care.
- Case notes, patient history and risk stratification.
- Clinical cardiovascular assessments and exercise protocols.
- Recognition and interpretation of electrocardiography abnormalities at rest and during exercise.
- Conducting clinical lung function testing.
- Interpretation of spirometry.
- Recognition of adverse pulmonary clinical signs and symptoms.
- Clinical musculoskeletal assessments (palpation, range of motion, goniometry, manual muscle testing)

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 Conduct pre-test procedures and a variety of sub-maximal clinical exercise test protocols (including ECG & Spirometry), record and interpret client data and use laboratory equipment in a clinical setting.	Knowledgeable Empowered
2 Identify and explain the pharmacological effects and interactions of medication with exercise	Knowledgeable Empowered
3 Recognise and interpret cardiac dysrhythmias and other abnormal ECG morphologies in a clinical setting.	Knowledgeable Empowered
4 Identify main joints and muscle groups using surface anatomy (palpation) to conduct musculoskeletal assessments for range of motion and muscular strength	Knowledgeable Empowered
5 Apply clinical reasoning skills to a case study and under examination conditions.	Knowledgeable 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

SPX211 and HLT221 and SPX201 and enrolled in Program SC346, SC304 or SC344

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Weekly online quizzes and case scenarios will be provided as assisted learning and non-formal assessment each week so that students can work through these resources at their own pace through the semester. These resources will provide additional learning and feedback as assistance for the practical and written examinations.

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	Practical / Laboratory Skills	Group	40%	1 hour	Refer to Format	In Class
All	2	Practical / Laboratory Skills	Individual	20%	Weeks 1 - 11	Week 12	In Class
All	3	Examination - Centrally Scheduled	Individual	40%	2 hours	Exam Period	Online Submission

All - Assessment Task 1: Practical Examination – group cardiac exercise test, case study-based

GOAL:	The goal of this group assessment task is to conduct pre-test procedures (including ECG), record and interpret client data and demonstrate competency with a sub-maximal exercise test, use laboratory equipment and apply clinical reasoning skills for a specific case.		
PRODUCT:	Practical / Laboratory Skills		
FORMAT:	Submit: Week 12 and 13. Completed practical examination based on a provided cardiac case study in a group. You will be provided with a case study one week in advance of the practical examination. The practical exam will be of 1-hour duration. Case studies will include conditions such as coronary artery disease, post-myocardial infarction and atherosclerosis. One student will be selected by the supervisor immediately prior to the practical exam, to be the “client”, and the other group members will be assigned roles to conduct the exercise test. The group will also answer specific questions relevant to their case. Students will be allowed to bring notes into the laboratory.		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of the pathophysiology of the specific cardiac condition in the case study	1 2 5
	2	Application of clinical reasoning skills to discuss the case and to make appropriate choices of clinical skills to test the “client”	1 2 3 5
	3	Identification and explanation of the “client” medications and their interaction with exercise, if any	2
	4	Explanation of signs and symptoms associated with sub-maximal exercise testing of a cardiac client, and when termination of an exercise test might be necessary	1 3 5
	5	Measurement and recording of “client” details, blood pressure, heart rate and oxygen saturation at rest and during exercise	1 2 3
	6	Analysis and Interpretation of 12-lead ECG during an exercise test	1 3
	7	Correct use of clinical exercise equipment	1 3 5

All - Assessment Task 2: Clinical competency checklist portfolio

GOAL:	The goal of the clinical competency checklist portfolio is to demonstrate competency in selected cardio-pulmonary and musculoskeletal practical skills relevant to clinical exercise physiology as outlined by ESSA.
PRODUCT:	Practical / Laboratory Skills
FORMAT:	Completed sections of the skills competency checklist to be submitted in Week 12. The skills competency checklist can be found on the course Canvas site. You will complete this assessment task as an individual with the laboratory supervisor’s signature and comments as evidence of completion of this assessment item. It is the student’s responsibility to demonstrate the applicable competencies to the supervisor over the course of the semester so that the completed competencies are listed in the final portfolio.

8.2. Specific requirements

We recommend that students purchase their own blood pressure cuff and stethoscope; a fingertip pulse oximeter; one small and one medium size goniometer.

There are some inherent requirements in this course that are aligned with the profession of Clinical Exercise Physiology, and that are expected competencies outlined by ESSA. In this course, you may voluntarily take part in practical exercise physiology and exercise science activities which may include: completion of risk assessment/screening tools including the divulging of some personal information; undertaking sub-maximal exercise tests; physical contact with other students; partial disrobing for clinical test measurements or surface anatomy palpation; the wearing of specialist sports clothing; the use of sports and diagnostic equipment. It is imperative that if you do not wish, or cannot, take part in any activity, that you make this known to the Course Coordinator, lecturer and laboratory supervisor/demonstrator before opting out of the activity.

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

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

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

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

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