Printed: 02 February 2024, 08:29AM

The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	2001AHS
COURSE TITLE	Physiology of Exercise
ACADEMIC ORGANISATION	SHS School of Health Sciences and Social Work
TRIMESTER	Trimester 2 2023
MODE	In Person
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Course Description:

This course builds on content from previous trimesters, and provides students with an in-depth understanding of the physiological responses that occur during exercise. Particular attention will be given to the responses of the cardiovascular, respiratory, endocrine and metabolic systems during exercise, their integration and regulation. The adaptations to acute and chronic exercise will be examined in healthy and diseased populations. Prerequisites: 2012AHS Integrated Systems Physiology or 2004AHS Exercise, Health and Disease

Assumed Background:

Students are assumed to have the physiological background necessary for this course due to their completion of the prerequisite courses or equivalent.

1.2 Course Introduction

Physiology of Exercise emphasises the basic and applied sciences that enable the characterisation of the human body's responses to a single bout of exercise, and the subsequent adaptations that occur due to exercise training. The importance of physical fitness as a cornerstone of health and healthy ageing will be explored.

Previous Student Feedback

Students report the lectures to be very informative and the concurrent "labtorial" sessions (part lab, part tutotrial) scheduled periodically alongside them to be enthusiastically delivered, and interesting, and aligned with theoretical modules to promote the application of theory to practice. Technological advancements to support learning, alongside advancing the already technical lab components have been refined based on progressive student feedback and co-design.

1.3 Course Staff

Primary Convenor **Dr Llion Roberts**

EMAIL	llion.roberts@griffith.edu.au

1.4 Timetable

Timetables are available on *the Programs and Courses website*.

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

Please note that all lectures for this course will be provided online, and as weekly pre-recorded releases according to student feedback.

Both mid-trimester exams and the end-of-trimester exam will also be online, and you do not need to be on campus/onshore in Australia when completing them.

The practical components are run in person on campus only, and attendance is compulsory.

Please see the course and Teams sites for further information regarding other aspects such as topics, practical activities and assessment items.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's Lecture Capture Policy.

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

1.6 Technical Specifications

No additiional technical requirements are needed above and beyond the minimum requirements suggested by Grifffith University, or made available to students by Griffith University through student learning centres.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

Physiology of Exercise has been designed to provide students with a sound knowledge and understanding of the function and regulation of selected body systems during exercise, so as to be able to function as exercise specialists in rehabilitation and high performance sport environments. A systems approach will be adopted, supported by the theme of regulation.

Physiology of Exercise will provide an essential foundation of knowledge for the third year courses such as 3004AHS Clinical Exercise Testing, and both 3005AHS Exercise Programming and Prescription I and 3013AHS Exercise Programming and Prescription II.

2001AHS Physiology of Exercise will combine lectures with laboratory sessions that will within them, contain tutorial activities. Weekly lectures will be complimented by 5 weeks of **compulsory practical sessions**.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1 Describe and discuss specific topics of human physiology under conditions of rest and exercise with emphasis on metabolic, cardiovascular and pulmonary function.

2 Demonstrate an understanding of the function and regulation of selected body systems during exercise.

3 Describe specific physiological responses and adaptations to exercise that are dependent on exercise intensity, duration, frequency, environmental conditions, and the physiological status of the individual.

4 Demonstrate an understanding of the differences in physiological responses to various modes of dynamic exercise such as running, cycling and arm ergometry.

5 Understand the physiological basis and responses expected during exercise testing.

6 Assess an individual's physiological function with emphasis on maximum oxygen consumption and anaerobic threshold.

2.3. Graduate Attributes

For further details on the Griffith Graduate please click here

Griffith University prepares influential graduates to be:

- Knowledgeable and skilled, with critical judgement
- Effective communicators and collaborators
- Innovative, creative and entrepreneurial
- Socially responsible and engaged in their communities
- Culturally capable when working with First Australians
- Effective in culturally diverse and international environments

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to The Griffith Graduate policy.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•		
Socially responsible and engaged in their communities	•		

Additional Course Information on Graduate Attributes

This course contributes to the following Accredited Exercise Scientist (AES; 2020) and Accredited Exercise Physiologist (AEP; 2021) professional standards set by Exercise and Sport Science Australia.

AES; 1. Professional practice

1.2.4. Practice with integrity within the scope of training for an Exercise Scientist and the ESSA Code of Professional Conduct and Ethical Practice.

1.2.5. Distinguish roles of exercise professionals and health professionals within exercise science settings and judge when to refer.

1.2.8. Describe the broad structure of the Australian health system and the roles of Exercise Scientists.

AES; 3. Exercise physiology

3.2.1. Describe the function, regulation and interaction of physiological systems relating to exercise.

3.2.2. Describe the individual and integrated physiological responses and adaptations to acute and chronic exercise under normal conditions, in different environments, and by external influences (e.g. ergogenic aids or technologies).

AES; 4. Exercise prescription and delivery

4.2.1. Select and apply a range of evidence-based tools and methods to prescribe monitor and evaluate exercise load and progress based on the needs of individuals.

4.2.2. Interpret data obtained during a client assessment to prescribe, deliver and monitor physical activity and exercise-based interventions.

4.2.3. Analyse a broad range of exercise modalities and select appropriate exercises and equipment to suit the needs and abilities of clients including consideration of social determinants of health.

4.2.6. Identify and explain the common contraindications for participation in exercise and the associated risks.

4.2.7. Identify, interpret, report and take appropriate action regarding adverse signs and symptoms that may arise during exercise, sport and recovery.

4.2.11. Select and apply appropriate technology to support in-person and telepractice service delivery.

AES; 7. Health and exercise assessment

7.2.1. Select and apply appropriate assessment procedures, including screening of appropriate social determinants of health, goal setting, obtaining informed consent and a relevant medical history, and performing a pre-exercise risk assessment and understand when onward referrals are warranted.

7.2.2. Identify and use the common processes and equipment required to conduct accurate and safe health, physical activity and exercise assessments.

7.2.3. Identify and describe the limitations, contraindications or considerations that may require the modification of assessments and make appropriate adjustments for diverse individuals.

7.2.4. Explain the scientific rationale, reliability, validity, assumptions and limitations of common assessments.

7.2.5. Describe the principles and rationale for the calibration of equipment in commonly used in assessments and recognise and recalibrate equipment when required.

7.2.6. Select, develop and conduct appropriate protocols for safe, effective and culturally sensitive assessments including risk management and risk assessment concepts associated with the health and assessment of exercise science.

7.2.7. Identify the need for guidance or further information from an appropriate health professional and recognise when medical supervision is required before or during an assessment and when to cease a test.

7.2.8. Analyse, interpret, communicate and record information and results from assessments including the accuracy and limitations of the assessment with the client, and families, carers and other health and exercise professionals where appropriate.

AES; 9. Elements of human physiology

9.2.1. Describe the function and relationship of physiological systems.

AES; 14. Research methods and data analysis

14.2.4. Cite the research of others in written and oral communication.

AEP; 1. Professional practice

1.2.1 Practise with integrity within the scope of practice for an AEP, the ESSA Code of Professional Conduct and Ethical Practice, and jurisdictional Codes of Conduct.

1.2.2 Practise in accordance with ethically relevant legislation, regulations, and standards that apply to AEPs including privacy, confidentiality, data security, informed consent, and record-keeping.

1.2.4 Develop effective, concise, respectful, and informative clinical documentation, including case notes and reports, and apply appropriate record keeping practices.

AEP; 2. Elements of foundational knowledge

2.2.1 Integrate knowledge of anatomy, physiology, pathophysiology, and other determinants of health and function and apply these to inform safe and effective movement, physical activity, and exercise-based interventions

2.2.3 Evaluate physiological responses and adaptations to acute and chronic exercise for clients across the full health spectrum.

AEP; 3. Elements of assessment and client management

3.2.1 Formulate appropriate screening processes to evaluate and stratify risk for participation in assessments and interventions, including consideration of appropriate service modalities for clients.

3.2.2 Formulate safe, effective, and culturally sensitive assessments to collect relevant information, social and cultural

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the Reading List.

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the Reading List.

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

Readings: From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

Learning@Griffith: There is a dedicated page for this course at myGriffith.

Student Support: Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

Careers and Employment: The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

Library: The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

Student Computing: The University provides access to common use computing facilities for educational purposes.

Griffith Information Technology Code of Practice.

Academic Integrity Tutorial: This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Academic Integrity Declaration

Breaches of academic integrity seriously compromise student learning, as well as the academic quality of the University's programs. All breaches of academic integrity are taken seriously.

By enrolling in this course and submitting assessment, I agree that:

- I have read the Institutional Framework for Promoting Academic Integrity among Students and the Student Academic Misconduct Policy.
- Except where indicated through references/citations, all assessment submitted will be my own work, based on my personal study and/or research.
- I will not collude with another student or person in the production of assessment in this course unless group work and collaboration is an expectation of the assessment item.
- No assessment item has been submitted for assessment in any other course at Griffith, or at any other University or at any other time in the same course without the permission of the relevant Course Convenor.
- I will not copy in part or in whole or otherwise plagiarise the work of other students and/or other persons.
- I will not make any of my assessment in this course available to another student, without the permission of the Course Convenor.
- In the case of online quizzes and examinations, I will only access the materials permitted in the exam instructions and limit my internet usage to what is needed to take the exam.

I accept that should I be found to be in breach of the non-disclosure provision identified above, action will be taken under the Student Academic Misconduct Policy. Penalties may include failing the course or exclusion from the University.

I also **acknowledge** and agree that the course convenor may:

- Give access to assessment to another Griffith staff member for the purpose of marking.
- Submit assessment items to a text-matching service. This web-based service will retain a copy of any assessment item for checking the work of other students but will not reproduce it in any form.
- Use assessment items for the purposes of moderation, or as exemplars, according to University policies.

3.5 Other Learning Resources & Information

At the discretion of the convenor, additional learning material may be added to the course or Teams site specific to this course.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
17 Jul 23	**Lecture week 1 (Lecture):** Lecture 1a: Course Introduction Lecture 1b: Determinants of exercise and adaptation Lecture 2: Exercise, physical activity and society	1, 2, 3
24 Jul 23	**Lecture week 2 (Lecture):** Lecture 1: Exercise ergometry, and indirect calorimetry-measured efficiency Lecture 2: Homeostasis, steady state, and exercise	1, 2, 3, 4
31 Jul 23	**Lecture week 3 (Lecture):** Lecture 1: Gas analysis and efficiency Lecture 2: Neural influences on muscle function and physiological responses	1, 2, 3, 4
31 Jul 23	**Lab 1 (Laboratory):** Acute stress responses to interval and continuous exercise	4, 5, 6
7 Aug 23	**Lecture week 4 (Lecture):** Lecture 1: Energy sources and exercise: substrates and metabolic pathways Lecture 3: Skeletal muscle fibre phenotypes	1, 2, 3, 4
7 Aug 23	**Lab 2 (Laboratory):** Measuring energy expenditure and work efficiency	4, 5, 6
14 Aug 23	**NO ACTIVITIES (MID TRIMESTER BREAK):**	
21 Aug 23	**Lecture week 5 (Lecture):** Lecture 1: Exercise bioenergetics Lecture 2: Gas transport	1, 2, 3, 4
21 Aug 23	**Lab 3 (Laboratory):** Determining maximal oxygen consumption & exercise thresholds	4, 5, 6
28 Aug 23	**Lecture week 6 (Lecture):** Lecture 1: Respiratory responses to exercise #1 Lecture 2: Exam preparation session	1, 2, 3, 4
4 Sep 23	**Lecture week 7 (EXAM & LECTURE):** Lecture 1: Mid Trimester Examination I Lecture 2: Respiratory responses to exercise #2	1, 2, 3, 4
11 Sep 23	**Lecture week 8 (Lecture):** Lecture 1: Cardiovascular responses to dynamic exercise Lecture 2: Cardiovascular responses to isometric exercise Lecture 3: Critical power and W'	1, 2, 3, 4
11 Sep 23	**Lab 4 (Laboratory):** Critical power	4, 5, 6
18 Sep 23	**Lecture week 9 (Lecture):** Lecture (Lecture): Lecture 1: Exercise-induced oxygen uptake kinetics Lecture 2: The slow component of exercise	1, 2, 3, 4
18 Sep 23	**Lab 5 (Laboratory):** The slow component to exercise	1, 2, 3, 4
25 Sep 23	**Lecture week 10 (EXAM & LECTURE):** Lecture 1: Mid Trimester Exam II Lecture 2: N/A as previously provided earlier in the trimester (CP and W')	1, 2, 3, 4
2 Oct 23	**Lecture week 11 (Lecture):** Lecture 1: Exercise thresholds Lecture 2: Central and peripheral principles of fatigue	1, 2, 3, 4
9 Oct 23	**Lecture week 12 (Lecture):** Lecture 1: Student directed lecture Lecture 2: Exam preparation session	1, 2, 3, 4

4.2 Other Teaching and Learning Activities Information

Student learning will be facilitated via an integration of online lectures and practical laboratory classes. Lectures will predominantly provide essential theoretical knowledge and concepts and will give students a guided passage through the key topics in this course, and will rely on frequent course engagement, and keeping up with topics week by week. The lecture series will require textbook reading to compliment the material and content covered. The laboratory classes will provide an opportunity to apply and integrate the knowledge presented in lectures, in a practical format.

A web-based course site on Learning@Griffith and Microsoft Teams specific to 2001AHS will be used by teaching staff to post course material / supplemental laboratory notes / exam results / discussion opportunities etc. Students are expected to check this web site on a regular basis as important information may only be available on-line. This site is where announcements regarding time/venue changes would be placed if such were to occur during the semester. The Teams site will be utilised predominantly to provide material relating to the laboratory sessions, but also any supplementary material relating to the lectures.

The majority of the trimester weeks will contain 3 hours of lectures each week. Keeping up with lecture material and topics is

crucial. It is anticipated that up to 10 hours per week of student time (beyond class contact) may be required to achieve the learning outcomes for this course. Attending, participating, and completing the labs and associated tutorial questions is also **COMPULSORY,** as all content is examinable. The sessions are designed to reinforce and assist in your understanding of the theoretical content of the course. You should therefore try and involve yourself as much as possible in all activities. Students who arrive more than 5 minutes late (or miss the session) at a practical session may be excluded from the session, and/or not be permitted to take the session's quiz (at the session tutor's discretion).

A short quiz will be held relating to each practical session (5 x labs = 5 x quizzes). These will examine the theoretical basis of the current session (session 1 only), and then a combination of the theoretical basis of the current and previous sessions (sessions 2-5). Students who are absent from sessions for e.g., medical/health/other reasons must provide the course convenor with appropriate evidence e.g., a medical certificate for a medical absence. **Routine absences for >1 in-person session without authorisation from the course convenor run the risk of failing the course.**

ADMINISTRATION:

- Students are encouraged to contact the course convenor if they have any queries about this course.

- It is the responsibility of the student to be familiar with this course outline, particularly the lecture and laboratory schedule, and timing and type of assessments/examinations.

- Laboratory sessions are integral to learning in this course - attendance at laboratory sessions is compulsory and will be monitored. The laboratory manual sets out the specific behaviours and responsibilities expected during laboratory sessions. It is expected that students will read and consult additional information that is prescribed in the texts or selected readings, and consult the relevant school noticeboards and the Learning@Griffith set up for this course for any changes in the administration of the subject.

ADDITIONAL INFORMATION:

1. Students in this course will be encouraged to take responsibility for their own learning. The main responsibility of the teaching staff will be to create an environment that facilitates and assists student learning.

2. Students are advised to attend and/or review ALL their designated lectures and laboratory sessions, and are strongly encouraged to involve themselves as much as possible in all practical activities. Laboratory sessions are designed to reinforce and assist in your understanding of the theoretical content of the course, and the application of theoretical knowledge into practice.

3. In the laboratory sessions, students are expected to work together with one or more partners, however, you should aim to make your own interpretation of the experimental results, rather than copy answers from another student. Students must not bring into the laboratory another student's practical book, or any copy of another student's experimental notes. All such material will be confiscated.

4. All students should attend laboratory sessions wearing neat clothing appropriate for performing and administering exercise i.e., e.g. closed shoes, exercise clothing. Bare feet, thongs and sandals are not acceptable. Occupational health and safety legislation requires students to be excluded from participation in sessions held within laboratory spaces if they fail to comply with appropriate dress code requirements.

5. Equipment used in laboratory sessions is expensive and susceptible to damage, therefore responsible conduct is expected from students at all times. Any damage or malfunction of equipment should be reported immediately to the tutor in charge. Obvious negligence may result in the student(s) responsible being invoiced for the repair or replacement of damaged equipment.

6. Any changes to the prescribed laboratory schedule will be announced as soon as practically possible by course announcements e.g. any influences of public holidays, and it is the responsibility of the student to ensure he/she is aware of these changes. Any changes in the equipment or procedures indicated in the laboratory manual will be announced at the start of the relevant laboratory sessions.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see **5.2 Assessment Detail** below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
Test or quiz In-lab quizzes (x5)	31 Jul 23 - 22 Sep 23	10%	50.0 marks (x5)	1, 2, 3, 4, 5, 6	
Exam - selected response Mid Trimester exam	4 Sep 23 16:00 - 4 Sep 23 17:20	25%	60 marks	1, 2, 3, 4	
Exam - selected response Post lab quiz	25 Sep 23 16:00 - 25 Sep 23 17:20	25%	60 marks	1, 2, 3, 4, 5, 6	
Exam - selected response End of Trimester Exam	Examination Period	40%	80 marks	1, 2, 3, 4, 5, 6	

5.2 Assessment Detail

Title: In-lab quizzes (x5)
Type: Test or quiz
Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6
Due Date:
31 Jul 23 - 22 Sep 23
Weight: 10%
Marked out of: 50.0

Task Description:
Each laboratory session will commence with a short quiz

Each quiz will consist of 10 questions, which will be a mixture of multiple-choice and short-answer questions, depending on the nature of the laboratory material covered.

Questions covering the laboratory reading for the week (all labs), as well as interpretation of the previous laboratory data/ concepts (only relevant to labs 2-5) will be covered.

Criteria & Marking:
Marks will be awarded for correct responses only, based on questions asked during each quiz.

Each quiz will be marked out of 10, and be worth 2% of the final 2001AHS course grade. Thus, the five quizzes together will be worth a total of 50 marks, or 10% of the 2001AHS course grade.

Submission: Via the 'Assignments' tool in Learning@Griffith.

This assessment item:
- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Mid Trimester exam
Type: Exam - selected response
Learning Outcomes Assessed: 1, 2, 3, 4
Due Date:
4 Sep 23 16:00 - 4 Sep 23 17:20
Weight: 25%
Marked out of: 60
Duration: 80 minutes
Exam Type: Closed Book
Exam Format: Online (Non-ProctorU)
Task Description:
This assessment will be conducted in the timetabled Monday lecture slot in Week 7.

This assessment will assess lectures, readings and class materials up to and including Week 6. Some questions relevant to practical components over these weeks where there was overlap between lecture and lab contents will also be assessable, but not content specifically from any practical session.

All questions are multiple-choice in nature, but based on information and content synthesis, concepts, and interpreting figures and case studies; not just information recall.

Criteria & Marking:
Marks will be granted for correct responses.

Location of Examination: This exam will be facilitated through the assignments function of the Learning @ Griffith site.

Submission: Via the 'Assignments' tool in Learning@Griffith.

This assessment item:
- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision
- is a proctored examination

Title: Post lab quiz
Type: Exam - selected response
Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6
Due Date:
25 Sep 23 16:00 - 25 Sep 23 17:20
Weight: 25%
Marked out of: 60
Duration: 80 minutes
Exam Type: Closed Book
Exam Format: Online (Non-ProctorU)
Task Description:
This assessment will be conducted in the timetabled Monday lecture slot in Week 10.

This assessment will assess the practical knowledge developed during 2001AHS, with specific emphasis on understanding the laboratory content and procedures. A total of 60 marks will be available, equally distributed (12 marks per laboratory session) across the five (5) laboratory sessions, and associated theoretical content.

All questions will be multiple choice in nature, however, encompass multiple examples of figure and results interpretation and analysis. Calculation questions will also be present.

Criteria & Marking:
Marks will be awarded for correct responses. The 60 marks will be divided equally over the five (5) practical topics and associated learning materials.

Location of Examination: This exam will be facilitated through the test/quiz function of the Learning @ Griffith site.

Submission: Via the 'Assignments' tool in Learning@Griffith.

This assessment item:
- is a school based activity
- is an individual activity
- does not include a self assessment activity

- does not have a re-attempt provision
- is a proctored examination

Title: End of Trimester Exam
Type: Exam - selected response
Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6
Due Date:
Examination Period
Weight: 40%
Marked out of: 80
Duration: 100 minutes
Exam Type: Closed Book
Exam Format: Online (Non-ProctorU)
Task Description:
The final exam will be completed during the official examination period at the end of Trimester 2. This exam will be heavily weighted towards lectures, and required materials over **weeks 7-12**.

However, some lecture content and readings relevant to weeks 1-6, and all practical components will also be included; but in a minority proportion.

All questions are multiple choice in nature, but based around information and content synthesis; concept, figure and case study intepretation, and not just information recall.

Criteria & Marking:
Marks will be awarded for correct responses. Marking will be weighted towards synthesis of the content covered in 2001AHS.

This assessment item:
- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity
- is a non-standard duration examination

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the Assessment Procedure for Students.

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is available in this course.

Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course.

You are allowed one attempt at a supplementary assessment item per course per trimester. If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4.

Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain, except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

Please see the Assessment Procedure for Students for more information.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the Policy Library

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's policies can be found in the Griffith Policy Library.

Specific assessment policies include:

- Assessment Policy
- Assessment Procedure for Students

SHS School of Health Sciences and Social Work

Assessment Guidelines

The American Psychological Association Referencing Style (7th Edition) [APA 7] is the preferred standard for this course.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the *Learning@Griffith* website. Additional information regarding the content of this course may be published on the *Learning@Griffith* website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies*. You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the Copyright Guide for Students for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the Health, Safety and Wellbeing website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the Griffith Policy Library. Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- Student Communications Policy
- Health, Safety and Wellbeing Policy
- Student Administration Policy
- Student Charter
- Student Review and Appeals Policy
- Student Review and Appeals Procedures
- Student Complaints Policy
- Students with Disabilities Policy

Other Course Guidelines

ASSESSMENT POLICY

All course assessents and their process align with Griffith University's assessent policy. This can be found from https://policies.griffith.edu.au/pdf/Assessment%20Policy.pdf

MEDICAL CERTIFICATES:

Course related applications e.g. deferred assessment applications based on medical grounds will require a medical certificate in most circumstances. A medical certificate template can be found from https://www.griffith.edu.au/__data/assets/pdf_file/0019/285112/Student-medical-certificate.pdf whilst details regarding the nature of medical certificate expectations can be found from https://studenthelp.secure.griffith.edu.au/app/answers/detail/a_id/3326/kw/medical%20certificate

DEFERRED ASSESSMENT:

Deferred assessment is applicable for this course. For details regarding deferred assessment(s), including the application processes, see https://www.griffith.edu.au/students/assessment-exams-grades/deferred-assessment

SPECIAL CONSIDERATION:

Special consideration is applicable for this course. For details regarding special consideration, including the application processes, see https://www.griffith.edu.au/students/assessment-exams-grades/special-consideration

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

1 Describe and discuss specific topics of human physiology under conditions of rest and exercise with emphasis on metabolic, cardiovascular and pulmonary function.
2 Demonstrate an understanding of the function and regulation of selected body systems during exercise.
3 Describe specific physiological responses and adaptations to exercise that are dependent on exercise intensity, duration, frequency, environmental conditions, and the physiological status of the individual.
4 Demonstrate an understanding of the differences in physiological responses to various modes of dynamic exercise such as running, cycling and arm ergometry.
5 Understand the physiological basis and responses expected during exercise testing.
6 Assess an individual's physiological function with emphasis on maximum oxygen consumption and anaerobic threshold.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
Lecture week 1 (Lecture)	●	●	●			
Lecture week 2 (Lecture)	●	●	●	●		
Lecture week 3 (Lecture)	●	●	●	●		
Lab 1 (Laboratory)				●	●	●
Lecture week 4 (Lecture)	●	●	●	●		
Lab 2 (Laboratory)				●	●	●
NO ACTIVITIES (MID TRIMESTER BREAK)						
Lecture week 5 (Lecture)	●	●	●	●		
Lab 3 (Laboratory)				●	●	●
Lecture week 6 (Lecture)	●	●	●	●		
Lecture week 7 (EXAM & LECTURE)	●	●	●	●		
Lecture week 8 (Lecture)	●	●	●	●		
Lab 4 (Laboratory)				●	●	●
Lecture week 9 (Lecture)	●	●	●	●		
Lab 5 (Laboratory)	●	●	●	●		
Lecture week 10 (EXAM & LECTURE)	●	●	●	●		
Lecture week 11 (Lecture)	●	●	●	●		
Lecture week 12 (Lecture)	●	●	●	●		
ASSESSMENT TASKS						
In-lab quizzes	●	●	●	●	●	●
Mid Trimester exam	●	●	●	●		
Post lab quiz	●	●	●	●	●	●

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
End of Trimester Exam	●	●	●	●	●	●

Graduate Attributes

For further details on the Griffith Graduate please click here

Griffith University prepares influential graduates to be:

- Knowledgeable and skilled, with critical judgement
- Effective communicators and collaborators
- Innovative, creative and entrepreneurial
- Socially responsible and engaged in their communities
- Culturally capable when working with First Australians
- Effective in culturally diverse and international environments

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•		
Socially responsible and engaged in their communities	•		
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments			