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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	3005AHS
COURSE TITLE	Exercise Programming and Prescription I
ACADEMIC ORGANISATION	SHS School of Health Sciences and Social Work
TRIMESTER	Trimester 1 2023
MODE	In Person
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Course Description:

This course aims to integrate knowledge acquired in previous courses of the program. 3005AHS Exercise Programming & Prescription I is focused strongly on the theoretical basis underpinning exercise prescription. The principles are revised and then further developed with the extension of evidence based prescription Theoretical knowledge will be complemented by strong practical skills and sound reasoning skills, integrated to enable safe and effective measurement and prescription skills.

1.2 Course Introduction

Students come to 3005AHS Exercise Programming & Prescription I with comprehensive knowledge about the function and regulation of the cardio respiratory, endocrine, and musculoskeletal systems. A basic understanding of the responses and adaptations of these body systems during the homeostatic perturbation of exercise is assumed. An introduction to some basic resistance exercises is presented in laboratory class with a focus on safety, and instruction. Students will develop the knowledge and skills necessary to perform and instruct these exercises. Lectures in Exercise Programming & Prescription I examine the acute responses and chronic adaptations to specific modes of exercise based on published evidence. These responses and adaptations are used as a theoretical basis to underpin the exercise prescriptions for resistance, endurance, and sprint-type exercise. The principles of exercise prescription are revised to create a platform for which to devise an exercise training program. The lecture series in Exercise Programming & Prescription I finishes with topics of interest specific to various population groups.

Previous Student Feedback

2022 Student Experience of Course (SEC) - Median Scores

Q1: This course was well-organised - 4/5

Q2: The assessment was clear and fair - 4/5

Q3: I received helpful feedback on my assessment work - 4/5

Q4:This course engaged me in learning - 5/5

Q5: The teaching (lecturers etc.) on this course was effective in helping me to learn - 4/5

Q6: Overall I am satisfied with the quality of this course - 4/5

1.3 Course Staff

Primary Convenor **Dr Phil Bellinger**

PHONE	(0)7 5678 0566
EMAIL	p.bellinger@griffith.edu.au
HOMEPAGE	https://experts.griffith.edu.au/9188-phil-bellinger
CAMPUS	Gold Coast Campus
BUILDING	Clinical Science 1 (G02)
ROOM	2.30D
CONSULTATION	Arrange consultation via email: p.bellinger@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.

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

Students will be required to:

- access video and audio recordings
- access digital learning resources

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

This course is designed to provide you with the theoretical knowledge and general practical skills for the prescription of resistance, endurance, and speed exercise programming. The majority of information presented in 3005AHS will be relevant for the recreational participant and some information will be applicable to athletes. Exercise program design is a complex skill requiring precise identification of the individual's goals, knowledge of the specific physical and physiological demands of the sport, an understanding of the exercise response and adaptations to training, as well as the ability to construct an achievable and purposeful program. This course also aims to establish the benefits of physical activity and highlight the importance of evidence-based research to support exercise prescription. This course is important for your development as an Exercise Specialist so as to further your understanding of the exercise response and adaptation to training as well as your appreciation of precise exercise prescription as a powerful intervention for the management and prevention of chronic disease.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1.THEORETICAL KNOWLEDGE

1.1 Demonstrate the use of simple, comprehensible language to explain the health and well-being benefits of physical activity, exercise, and sport.

1.2 Describe the components of an exercise session (Intensity, Duration, and Type) and understand the optimal order of exercise delivery.

1.3 Recall the components of an exercise session (Intensity, Duration, and Type) and understand the optimal order of exercise delivery.

1.4 Acknowledge a need for an exercise prescription and recall program design variables to meet the needs of the individual.

2.ANALYTICAL ABILITY

2.1 Identify the appropriate session constructs and exercises for group-based classes with varying needs, abilities, and motivation of the individuals.

2.2 Explain the chronic adaptations of the cardiorespiratory, metabolic, and endocrine systems to strength, speed, and endurance training based on an individual???s gender, age, exercise capacity and experience, physical literacy, diet, and motivation.

2.3 Describe the principles of training (Overload, Specificity, and Individualization) and how they relate to a training plan, including the principles and components of periodization and design.

2.4 Use the components of an exercise session (Intensity, Duration, and Type) to demonstrate an effective exercise session as part of a bigger training program.

2.5 Apply the appropriate session constructs and exercises for group-based classes with varying needs, abilities, and motivation of the individuals.

3.PRACTICAL SKILLS

3.1 Perform an assessment of an individual???s readiness for participation in exercise using appropriate tool/test(s) (i.e., CVD risk, posture and balance, mobility and stability, and capacity to consent).

3.2 Perform laboratory- and/or field-based tool/test(s) to assess the strength, speed and power, and endurance that meet the needs of the individual.

3.3 Demonstrate the use of an appropriate tool/test(s) for the assessment of internal and external load during laboratory- and field-based exercise.

3.4 Use effective communication strategies, both written and verbal, to convey the relevant physiological, physical, and emotional responses of individuals that are recorded in response to assessments, exercise, and a training prescription.

3.5 Use simple and effective language to communicate the description of, demonstrate, coach, and enhance the motivation of, various resistance-exercises appropriate to needs, abilities, and motivation of individuals.

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 addresses the following **Professional Attributes** of an Accredited Exercise Scientist as per the most recent Exercise & Sports Science Australia AES Professional Standards:

3.2. Elements of 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).

3.2.3. Design exercise-based interventions to maintain and/or improve health and fitness, wellbeing and performance that consider the physiological responses to acute exercise, and the adaptations to chronic exercise.

3.2.4. Analyse and interpret physiological data obtained during acute exercise, and compare such data between time points, individuals and populations.

4.2. Elements of 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.

4.2.4. Apply the principles of motor control and learning, functional anatomy and biomechanics to assess movement and to recognise dysfunctional movement patterns and unsafe exercise technique.

4.2.5. Select and apply learning cues and movement progressions for teaching and correcting movement and exercise technique.

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.

4.2.8. Evaluate and monitor exercise-based interventions to ensure client safety.

4.2.9. Evaluate and record client progress during an exercise-based intervention and communicate with the client, and families, carers and other health and exercise professionals where appropriate.

4.2.10.Design and deliver evidence-based, exercise-based interventions and apply behavioural strategies that meet the needs and preferences of clients.

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

4.2.12.Deliver an exercise-based intervention for clients with medical conditions, injuries or disabilities that have been prescribed by a health professional qualified in clinical exercise prescription.

7. Elements of 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.

9.2. Elements of Human Physiology

9.2.1. Describe the function and relationship of physiological systems

9.2.2. Describe the physiological functions of the broad range of human cells in signal transduction, regulation of gene expression, transport, excitability, transmission and homeostasis.

9.2.3. Describe the interaction effects of different physiological systems.

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

Required resources for 3005 Exercise Programming & Prescription I are provided on Learning@Griffith

Details regarding the recommended readings and other information is also provided on Learning@Griffith

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
6 Mar 23	**Audio recordings (Lecture Series):** Delivery: On-line (Learning@Griffith) Duration: Variable Weeks: Available from week 1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3
6 Mar 23	**Workshop (Tutorial):** Delivery: In-person (On campus) Duration: 1 h 50 min Weeks: 1 - 12	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5
6 Mar 23	**Laboratory (Laboratory):** Delivery: In person (On campus) Duration: 1 h 50 min Weeks: 1 - 12	2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5

4.2 Other Teaching and Learning Activities Information

This course will be taught via an integration of audio recordings as well as in-person workshops and practical laboratories. The practical laboratory classes will provide opportunity for students to develop and refine practical skills, and explore the application of material presented in lectures and tutorials.

This course embeds different modules that last 1-3 weeks.

Module 1 – Risk of delivering and performing exercise

You will learn the fundamental principles that underpin your professional obligations in prescribing exercise to clients and you will develop an understanding of the key risk management measures to implement in practice to guard against risk and protect your professional reputation and career.

LEARNING OUTCOMES

After completing this module, you should be able to understand the:

- Risks associated with prescribing exercise to clients
- Scope of 'duty of care' and obligations to clients and third parties
- Standard of care required of a professional
- Consequences for breaching your duty of care at common law
- Importance of implementing risk management strategies, tools, and techniques
- Benefits and limitations of insurance and how to guard against risk

Module 2 - Screening; Physical activity and health

You will revise the pre-exercise participation screening procedures for identifying risks for exercise

LEARNING OUTCOMES

After completing this module, you should be able to:

- Explain the importance of consent and the pre-exercise participation screening process
- Explain and deliver the pre-exercise participation screening process
- Identify appropriate pre-exercise participation screening tools and tests for a variety of individuals

Module 3 - Warm up, endurance training, injury prevention and VALD performance testing

You will discuss, select, and formulate exercise warm-ups as well a various endurance exercise sessions appropriate for your 'client'. You will also implement warmups and injury prevention exercises during the lab and familiarise yourself with the exercise testing equipment we have available.

LEARNING OUTCOMES

After completing this week, you should be able to:

- Consider the prescription variables associated with endurance training prescription
- Prescribe and implement an effective warmup.
- Describe the principles of exercise prescription
- Describe and use the principles of training
- Understand how to implement testing with the Vald equipment

Module 4 - Physical, physiological, and performance assessment

You will perform both general and activity/sport-specific physiological testing procedures, as well as sports performance testing. The number and type of assessments will depend on your 'client', the demands of the activity and/or sport/task, and on your window of opportunity to test. Nonetheless, all testing should have a purpose, be valid and reliable, as well as safe.

LEARNING OUTCOMES

After completing this module, you should be able to:

- Perform laboratory- and/or field-based test(s) to assess the strength, speed and power, and endurance of an individual
- Demonstrate the use of an appropriate equipment for the assessment of internal and external load during laboratory- and field-based exercise

Module 5 - Field-based assessment and prescription of sprint and endurance training

You will utilise knowledge of sport- and activity-specific requirements and performance profiles to prescribe an individualised agility, sprint and endurance training session

LEARNING OUTCOMES

After completing this module, you should be able to:

- Implement a range of field-based assessments of speed, agility and endurance performance
- Discuss, select, prescribe and implement a range of field-based training sessions to improve agility, sprint and endurance performance

Modules 5 - 8 - Coaching resistance exercises (movement patterns), monitoring training load and periodization

You will be introduced to the concept of categorizing resistance exercises under the 7 fundamental movement patterns: Squat, Hinge, Lunge, Push, Pull, Rotation/anti-rotation and Gait/carry. There will be a focus on the squat and lunge and exercises and different ways to regress these exercises. Also, we will be reviewing methods to monitoring training load and applying this to our case studies.

LEARNING OUTCOMES

- Demonstrate the use of squat and lunge exercises and explain the importance of their inclusion in a strength & conditioning program
- Understand and describe the basic theories of training load calculations
- Consider the prescription of concurrent training and how to plan a microcycle
- Describe ways to periodize training and how these apply to your specific case studies.

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
Presentation - technical or professional PRESENTATION	22 May 23 Week 11 or 12 tutorial class	30%	30 marks	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5	
Exam - practical/laboratory/ clinical PRACTICAL EXAM	24 May 23 Week 11 or 12 Laboratory class	30%	30 marks	3.4, 3.5	
Exam - selected and constructed responses End-trimester examination	Examination Period	40%	40 marks	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5	

5.2 Assessment Detail

Title: PRESENTATION
Type: Presentation - technical or professional
Learning Outcomes Assessed: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5
Due Date:
22 May 23 Week 11 or 12 tutorial class
Weight: 30%
Marked out of: 30
Task Description:
Title: PRESENTATION

Type: Class presentation, Personal communication, Examination

Marked out of: 30

Task Description: The PRESENTATION is a 20-min verbal report, presented using a presentation program (e.g., PowerPoint), that outlines the screening and testing results of the case-study clients, as well as an illustration and description of the needs analysis based on these results and the goals of the client (provided, in part, to students in a case study). A 1-month training plan will be presented based on the case-study provided.

Criteria & Marking:

Criteria & Marking:

Presentation and language – 10.0 marks:

Narration is clear, concise, and informative. There are no grammar, punctuation, or spelling errors on the slides and the slides are free of distracting animations and excessive text. It is expected that there is a good transition between speakers and the transition of the slides reflects teamwork.

Foundation content – 10.0 marks:

Students should include an introduction to the client including information about their general health and fitness assessments. Client goals should be clearly outlined and a needs analysis of the target activity and performance goals should be included.

Fundamental content – 10.0 marks:

Students are required to provide an overview of a 1-month training plan. In addition, a focus and description of a single resistance-exercise session should also be detailed and described; students should describe the goals and specificity of exercises, describe order of exercise, warm-up, recovery etc.

Submission: In Person at the School Department.

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

Title: PRACTICAL EXAM
Type: Exam - practical/laboratory/clinical
Learning Outcomes Assessed: 3.4, 3.5
Due Date:
24 May 23 Week 11 or 12 Laboratory class
Weight: 30%
Marked out of: 30
Perusal: 10 minutes
Duration: 20 minutes
Exam Type: Presentation_Technical or Professional
Exam Format: On Campus
Task Description:

Title: PRACTICAL EXAM

Type: Practicum, Performance assessment, examination

Weighting: 30%

Marked out of: 30

Task Description: The PRACTICAL EXAM requires students to instruct a client (randomly assigned case) through a dynamic warm-up, and a series of resistance exercises appropriate for the client. Students are required to show that they are able to satisfactorily demonstrate the exercise as well as instruct and review the client performing the exercises.

Duration: 20 min

Criteria & Marking:

Criteria & Marking:

Language and manner (professionalism) – 5.0 marks

Warm-up (appropriateness of exercises) – 5.0 marks

Demonstration of exercises (explanation and form) – 5.0 marks

Coaching and instruction – 5.0 marks

Exercise set up and spotting – 5.0 marks

Feedback and closing – 5.0 marks

Location of Examination: I will be present during this exam in the strength lab

Submission: In Person at the School Department.

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-trimester examination
Type: Exam - selected and constructed responses
Learning Outcomes Assessed: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5
Due Date:
Examination Period
Weight: 40%

Marked out of: 40
Perusal: 10 minutes
Duration: 120 minutes
Exam Type: Open Book
Exam Format: Online (Non-ProctorU)
Task Description:

Title: EXAM

Type: Short-answer questions, Constructed response, examination

Weighting: 40%

Marked out of: 40

Task Description: The end-trimester EXAM will cover lecture, tutorial/workshop, and laboratory material. There are eight short-answer questions each with several components. Students are expected to respond to questions relating to the case presented and perform required calculations to support their response. The end-trimester EXAM is 2 h in duration.

Criteria & Marking:
N/A

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

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

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. THEORETICAL KNOWLEDGE
1.1 Demonstrate the use of simple, comprehensible language to explain the health and well-being benefits of physical activity, exercise, and sport.
1.2 Describe the components of an exercise session (Intensity, Duration, and Type) and understand the optimal order of exercise delivery.
1.3 Recall the components of an exercise session (Intensity, Duration, and Type) and understand the optimal order of exercise delivery.
1.4 Acknowledge a need for an exercise prescription and recall program design variables to meet the needs of the individual.
2. ANALYTICAL ABILITY
2.1 Identify the appropriate session constructs and exercises for group-based classes with varying needs, abilities, and motivation of the individuals.
2.2 Explain the chronic adaptations of the cardiorespiratory, metabolic, and endocrine systems to strength, speed, and endurance training based on an individual???s gender, age, exercise capacity and experience, physical literacy, diet, and motivation.
2.3 Describe the principles of training (Overload, Specificity, and Individualization) and how they relate to a training plan, including the principles and components of periodization and design.
2.4 Use the components of an exercise session (Intensity, Duration, and Type) to demonstrate an effective exercise session as part of a bigger training program.
2.5 Apply the appropriate session constructs and exercises for group-based classes with varying needs, abilities, and motivation of the individuals.
3. PRACTICAL SKILLS
3.1 Perform an assessment of an individual???s readiness for participation in exercise using appropriate tool/test(s) (i.e., CVD risk, posture and balance, mobility and stability, and capacity to consent).
3.2 Perform laboratory- and/or field-based tool/test(s) to assess the strength, speed and power, and endurance that meet the needs of the individual.
3.3 Demonstrate the use of an appropriate tool/test(s) for the assessment of internal and external load during laboratory- and field-based exercise.
3.4 Use effective communication strategies, both written and verbal, to convey the relevant physiological, physical, and emotional responses of individuals that are recorded in response to assessments, exercise, and a training prescription.
3.5 Use simple and effective language to communicate the description of, demonstrate, coach, and enhance the motivation of, various resistance-exercises appropriate to needs, abilities, and motivation of individuals.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES													
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5
Audio recordings (Lecture Series)	●	●	●	●	●	●	●							
Laboratory (Laboratory)						●		●		●	●	●	●	●
Workshop (Tutorial)	●	●	●	●	●	●	●	●	●					
ASSESSMENT TASKS														
PRESENTATION	●	●	●	●	●	●	●	●	●					
PRACTICAL EXAM													●	●
End-trimester examination	●	●	●	●	●	●	●	●	●					

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			