

PHTY90113 Physical Activity and Exercise

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. June, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	Years 1 and 2 of MC-DPHYSIO
Non Allowed Subjects:	None
Core Participation Requirements:	<p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p>
Coordinator:	Dr Fiona Dobson
Contact:	fdobson@unimelb.edu.au (mailto:fdobson@unimelb.edu.au)
Subject Overview:	<p>This subject provides students with the knowledge and skills to prescribe exercises that effectively and safely meet the needs of individuals, groups and populations across the lifespan and along the health and impairment continuum. Students will draw critically on evidence for the requirements for physical activity and exercise and the health risks due to sedentary behaviour. Students will build on their clinical reasoning skills to theorise the mechanism of an individuals' functional limitations and design and prescribe exercises to meet the goals of optimal health outcomes. A biopsychosocial framework will emphasise the biological, mechanical, social, psychological and cultural elements that influence exercise and physical activity. Factors that influence how the body responds to exercise will be examined and elements that are integral to the safe and effective prescription of exercise will be studied. Further, students will build knowledge of the different types of exercise activity (cardio-vascular, fitness, strength, flexibility) and physical and how they might be used to achieve different outcomes. Students will design, implement and evaluate exercise programs and classes to meet client and community needs in a variety of contexts. Students will be expected to be critical in their analysis and evaluations of new and emerging forms of exercises that are not as yet supported by an evidence base.</p> <p>This subject will be taught predominantly with an online format of e-lectures and discussion board activities. Mandatory attendance is required at 1) 2 x 2 hour master classes in a large group learning forum; 2) an aquatic therapy session and 3) an exercise session run within a gym and/or a physiotherapy context.</p>
Learning Outcomes:	<p>The curriculum for the DPT program has been designed around 8 Learning Outcomes under 3 elements</p> <p>Element 1: Physiotherapy Theory and Practice</p> <p>1. Integrate prior knowledge, including pathophysiology and psychosocial theory to inform appropriate exercise prescription for individuals, groups and specific populations across the life span and health and impairment continuum.</p>

	<p>2. Critically evaluate the health risks of sedentary behaviour across the lifespan and design, deliver and evaluate appropriate programs to manage these risks.</p> <p>3. Critically synthesise and analyse a repertoire of exercises that best meet the needs of clients with a range of impairments and activity restrictions, recognising the personal and environmental circumstances that influence functional capability and participation preferences.</p> <p>4. Design, implement and evaluate an exercise class to meet the needs of groups with common impairments or functional needs.</p> <p>Element 2: Research and Evidence</p> <p>5. Select and critically justify appropriate outcome measures to evaluate the efficacy of physical activity and exercise prescription.</p> <p>6. Complete a critical appraisal of the evidence for the efficacy of sedentary behaviour or exercise interventions in populations with differing impairments and activity levels.</p> <p>Element 3: Healthcare in Context</p> <p>7. Effectively communicate your evidence informed therapeutic priorities with clients to establish shared goals within an ethical, person-centred and ICF informed framework.</p> <p>8. Recognise the personal and environmental factors that influence a client's health behaviours and motivation to exercise at an appropriate and safe level and implement strategies to facilitate adherence to exercise programs to achieve optimal health outcomes.</p>
Assessment:	Participation in online discussion based on 'critical clinical questions' X 2 through semester, Week 2 and Week 4, 10% Written assignment, 1,000 word critique of publically available exercise programs due week 6, 20% Group: Design, implementation and evaluation of exercise class (video presentation 5-10min + 1,000 word evaluation of program) due week 16, 30% 2 hour Theory exam during exam week 40% Attendance at master classes is mandatory and attendance at 80% of classes is a hurdle requirement for passing this subject
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>By the completion of this subject, students will have had the opportunity to develop the following generic skills:</p> <ul style="list-style-type: none"> # An understanding of the principles of health promotion including primary and secondary prevention # An understanding of principles of rehabilitation in the amelioration of suffering from acute or chronic disability # The ability to access new knowledge from all sources, to analyse and interpret it in a critical manner and to apply it appropriately in the provision of health care # An understanding of educational theory and practice and the ability to teach
Related Course(s):	Doctor of Physiotherapy