

# SPX100 Physical Activity and Health

**School:** School of Health - Sport and Exercise Science

2025 | Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

**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 [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course you will learn about the role of health professionals in promoting physical activity and reducing sedentary behaviour at a population level. You will be introduced to recommended physical activity guidelines across the lifespan, and explore diverse priority populations at risk of insufficient physical activity. You will become familiar with public health and sport science approaches to physical activity and sedentary behaviour, including methods of assessment, identifying factors of influence, evaluating strategies, and translating research into policy and practice.

### 1.2. How will this course be delivered?

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

### 1.3. Course Topics

- Defining and measuring physical activity and sedentary behaviour at the population level.
- Physical activity and sedentary behaviour patterns in diverse and priority populations, and across the lifespan.
- Factors influencing and determinants of physical activity and sedentary behaviour.
- Physical activity guidelines, recommendations, policies, and agencies.
- Evidence-based health promotion strategies to promote physical activity and reduce sedentary behaviour.
- Populations at risk of insufficient physical activity or sedentary behaviour.

## 2. What level is this course?

100 Level (Introductory)

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

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Describe the role of health and exercise scientists in the broad structure and success of the Australian health system.	Knowledgeable
2 Explain the roles of sedentary behaviour and physical activity in the aetiology, prevention, and management of chronic conditions, mental health, and disability.	Knowledgeable
3 Explore the roles of public policies and agencies in promoting physical activity and reducing sedentary behaviour.	Knowledgeable Empowered
4 Develop evidence-based health promotion strategies to increase physical activity and reduce sedentary behaviour in diverse priority communities.	Knowledgeable Creative and critical thinker
5 Identify and assess populations at risk of insufficient physical activity.	Knowledgeable Empowered

#### 5. Am I eligible to enrol in this course?

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

##### 5.1. Pre-requisites

Not applicable

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

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

Students will work on formative tasks toward Tasks 1 and 3 in class time and receive formative feedback on these during class.

Students will be provided with practice MCQs and/or short answer questions to work through formatively for the mid-semester exam.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Group	25%	15 minutes presentation, 15 PowerPoint slides	Week 5	Online Assignment Submission with plagiarism check and in class
All	2	Examination - not Centrally Scheduled	Individual	35%	90 minutes	Week 8	Online Submission
All	3	Artefact - Professional	Individual	40%	1600 words	Week 13	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Monitoring and measuring physical activity

<b>GOAL:</b>	To develop skills in identifying and assessing populations at risk of insufficient physical activity.													
<b>PRODUCT:</b>	Oral and Written Piece													
<b>FORMAT:</b>	In groups of 4 or 5, student will collect and analyse data about physical activity in a specified population, and present their findings in a 15 min oral presentation with Powerpoint slides.													
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Explanation of the role of sedentary behaviour and physical activity in the aetiology, prevention and management of chronic conditions, mental health and disability</td> <td>2</td> </tr> <tr> <td>2</td> <td>Relevance of evidence to identify issues in physical activity and sedentary behaviour</td> <td>5</td> </tr> <tr> <td>3</td> <td>Effectiveness of communication</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Explanation of the role of sedentary behaviour and physical activity in the aetiology, prevention and management of chronic conditions, mental health and disability	2	2	Relevance of evidence to identify issues in physical activity and sedentary behaviour	5	3	Effectiveness of communication	4	
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2	Relevance of evidence to identify issues in physical activity and sedentary behaviour	5												
3	Effectiveness of communication	4												
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies													

#### All - Assessment Task 2: Mid-Semester Examination

<b>GOAL:</b>	To demonstrate understanding of core knowledge related to course content.							
<b>PRODUCT:</b>	Examination - not Centrally Scheduled							
<b>FORMAT:</b>	Multiple choice questions.							
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Accurate identification and application of core knowledge</td> <td>1 2 3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Accurate identification and application of core knowledge	1 2 3	
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1	Accurate identification and application of core knowledge	1 2 3						
<b>GENERIC SKILLS:</b>	Communication, Information literacy							

### All - Assessment Task 3: Health promotion project portfolio

<b>GOAL:</b>	To demonstrate knowledge and skills in developing health promotion strategies to increase physical activity and reduce sedentary behaviours at a population level in a specified population group at risk of insufficient physical activity.		
<b>PRODUCT:</b>	Artefact - Professional		
<b>FORMAT:</b>	Written assignment.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Appropriateness of health promotion strategies to address determinants of physical activity and sedentary behaviour in a specified population	3 5
	2	Application of the Ottawa Charter for Health Promotion to develop strategies that support improvements in physical activity levels for a specific population	4 5
	3	Quality of written communication and adherence to genre	3 4
	4	Use of evidence to develop a portfolio of health promotion strategies	2 4
<b>GENERIC SKILLS:</b>	Problem solving, Organisation, Information literacy		

## 7. Directed study hours

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

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

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

### 8.1. Prescribed text(s) or course reader

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

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

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

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

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

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

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

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

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

## 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

## 10.4. SafeUniSC

UniSC 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 SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC 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](mailto: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](mailto: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](mailto: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](mailto: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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC 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:

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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)