



# Course Outline (Higher Education)

<b>School:</b>	School of Science, Psychology and Sports
<b>Course Title:</b>	INDEPENDENT DIRECTED PROJECT IN STRENGTH AND CONDITIONING
<b>Course ID:</b>	SCOND7002
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	(HEASC4001)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	069903

## Description of the Course :

This course is designed to enable students to learn about a strength and conditioning topic of choice by conducting a major systematic review of literature. Students will identify a research question of interest to the practice of strength and conditioning, and then develop a method for finding and analysing published research. The evidence is summarised and recommendations are provided for the strength and conditioning coach. The process is communicated in a major paper as well as with a presentation to peers and staff.

**Grade Scheme:** Graded (HD, D, C, etc.)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

### Learning Outcomes:

#### Knowledge:

- K1.** Plan the required steps to successfully undertake a systematic review of the literature.
- K2.** Critique the literature to identify a gap in knowledge that reveals a practical research question.
- K3.** Summarise the information relating to the investigated topic

#### Skills:

- S1.** Evaluate research to determine its relevance and methodological quality.
- S2.** Formulate conclusions based on systematic and critical analysis.
- S3.** Organise and convey ideas clearly and fluently in written form and verbally.

#### Application of knowledge and skills:

- A1.** Apply principles of systematic review to answer a practical research question
- A2.** Formulate practical applications to inform strength and conditioning practice
- A3.** Apply critical thinking through independent reasoning and judgement

#### Course Content:

- The use of systematic reviews of literature to answer practical research questions
- The use of a systematic review to identify gaps in the literature and generate new research questions.
- Steps for conducting a systematic review: asking a relevant question, identifying relevant work, assessing the quality of published work, summarising and interpreting the findings, drawing out practical applications for strength and conditioning.
- Presenting findings visually and verbally to a target audience.

#### Values:

- V1.** Appreciation of how conducting a systematic literature review can answer practical research questions
- V2.** Appreciate how a systematic review can be used to inform future research

#### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor	Development and acquisition of GAs in the course
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		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, S1, A1	A	AT1, AT2, AT3	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S3, A3	A	AT3, AT4	B
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S3	B	AT3, AT4	C
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, S1, A2	A	AT3, AT4	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3, S2, S3	B	AT3, AT4	C

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1, A2	Students will engage and participate in tutorials to prepare and assist with the process of systematic review.	Class participation	S/U
K1, K2, S1, S3, A1,	In this task students will be required to present a proposed outline of their systematic review	Project plan	10-30%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Students will be required to systematically collect and objectively analyse the literature, and present this in a coherent and clear written form.	Systematic review	60-80%
K1, S2, S3, A2	Students are expected to deliver a presentation on the findings generated from their systematic review.	Presentation	5-15%

### Adopted Reference Style:

Other (Journal of Strength and Conditioning Research )