SR4301

Exercise Physiology

Course Handbook

2022-2023

School of Medicine, Medical Sciences & Nutrition
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Course Summary

The course provides a detailed coverage of the physiological responses to exercise, using both human and animal models. It emphasises the factors which are thought to limit exercise capacity in different situations. There will be emphasis on fatigue in high intensity exercise, with a focus on adenine nucleotide depletion, effects of pH on muscle contractility, and electrolyte changes in muscle. The potential limitations to oxygen transport will be discussed. The factors associated with fatigue in prolonged exercise will also be examined. These include: substrate depletion, thermal balance, dehydration. The aspects of biomechanics contributing to exercise performance and locomotion in general will be discussed. How the body adapts to training and the effects of excessive overload will also be considered. This will include both positive and negative effects of training which may influence health and performance. In addition, the influence of genotype on performance will be investigated.

Course Co-ordinator: Dr Arimantas Lionikas (ext 438025) a.lionikas@abdn.ac.uk

Course Aims & Learning Outcomes

The aim of this course is to pull together material previously covered in different parts of the curriculum and to focus specifically on the following areas:

- What limits exercise performance in exercise of different intensity and duration?
- Beginning from an understanding of the factors that cause fatigue and limit performance, what physiological, biochemical and nutritional interventions can improve performance?
- How does adaptability to training overload alter health and performance?
- How does the genotype affect performance?

This provides students with a detailed understanding of the fatigue processes in exercise, positive and negative effects of training and strategies that can be used to improve performance.

To enable students to be able to:

1. Describe the physiological response to exercise of different intensities and durations.
2. Describe the causes of fatigue in different types and intensity of exercise.
3. Describe how overload, training and genetics can influence health and performance.
4. Demonstrate relevant literature search techniques.

Course Teaching Staff

Course Co-ordinator:

Dr A. Lionikas (AL), Medical Sciences

Other Staff:

Professor A. Jenkinson (AMJ), Medical Sciences
Dr F. Groening (FG), Medical Sciences
Dr M.E. Scholz (MES), Medical Sciences
Assessments & Examinations

Students are expected to attend all timetabled classes and to complete the class exercise by the appropriate deadline. It is imperative that any reasonable explanation for not attending the oral examination are made to the course organiser (Dr A. Lionikas) before the deadline. Otherwise there will be no continuous assessment mark and the class certificate, which is required to sit the examination, may be withheld.

Continuous assessment: (30%) of the course assessment is based on a viva voce (oral) examination (10%), an essay assignment (10%) and the practical report (10%).

Written Examination: 70% of the course assessment is based on one two hour written paper.

Common grading scale (CGS) grade: The overall performance of the student is expressed as a grade awarded on the common spine marking scale.

The degree examination for this course will be held in the May/June examination diet.

Class Representatives

We value students’ opinions in regard to enhancing the quality of teaching and its delivery; therefore, in conjunction with the Students’ Association we support the Class Representative system.

In the School of Medicine, Medical Sciences & Nutrition we operate a system of course representatives, who are elected from within each course. Any student registered within a course that wishes to represent a given group of students can stand for election as a class representative. You will be informed when the elections for class representative will take place.

What will it involve?

It will involve speaking to your fellow students about the course you represent. This can include any comments that they may have. You will attend a Staff-Student Liaison Committee and you should represent the views and concerns of the students within this meeting. As a representative, you will also be able to contribute to the agenda. You will then feedback to the students after this meeting with any actions that are being taken.

Training

Training for class representatives will be run by the Students Association. Training will take place within each half-session. For more information about the Class representative system visit www.ausa.org.uk or email the VP Education & Employability vped@abdn.ac.uk. Class representatives are also eligible to undertake the STAR (Students Taking Active Roles) Award with further information about this co-curricular award being available at: www.abdn.ac.uk/careers.
Problems with Coursework

If students have difficulties with any part of the course that they cannot cope with, alone they should notify the course coordinator immediately. If the problem relates to the subject matter general, advice would be to contact the member of staff who is teaching that part of the course. Students with registered disabilities should contact the medical sciences office, (medsci@abdn.ac.uk) (based in the Polwarth Building, Foresterhill) to ensure that the appropriate facilities have been made available. Otherwise, you are strongly encouraged to contact any of the following as you see appropriate:

- Course student representatives
- Course co-ordinator
- Convenor of the Medical Sciences Staff/Student Liaison Committee (Professor Gordon McEwan)
- Personal Tutor
- Medical Sciences Disabilities Co-ordinator (Dr Derryck Shewan)

All staff are based at Foresterhill and we strongly encourage the use of email or telephone the Medical Sciences Office. You may have a wasted journey travelling to Foresterhill only to find staff unavailable.

If a course has been completed and students are no longer on campus (i.e. work from second half session during the summer vacation), coursework will be kept until the end of Fresher’s Week, during the new academic year. After that point, unclaimed student work will be securely destroyed.

Course Reading List

Recommended reading will be issued by each lecturer during their teaching sessions in the course.

Lecture Synopsis

The course is divided into three different areas. Within each area, factors that are involved in the fatigue process, beneficial and harmful effects of training and strategies that could be implemented to overcome these factors or delay the fatigue process will be studied.

Module 1: Energy metabolism - Professor A Jenkinson and Dr M Scholz

Factors involved in the fatigue process:

- Causes of fatigue: depletion and accumulation theories
- ATPase activity in muscle
- Phosphagen metabolism: maintaining the ATP concentration
- Lactate thresholds: separating fact from fiction

Strategies for performance improvement:
• Designing a training programme
• Nutritional interventions that affect metabolic processes

**Module 2: Cardiorespiratory function, thermoregulation and fluid/electrolyte imbalance - Dr A Lionikas and Dr M Scholz**

Limitations to performance:

• Cardiac dimensions and cardiovascular function in athletes
• Relationship between cardiac function and endurance performance
• Muscle blood flow and distribution of cardiac output
• The respiratory tract
• Exercise in the heat
• Effects of dehydration and rehydration on cardiac output and blood flow
• The role of potassium

Interventions:

• Training effects on cardiorespiratory performance
• Blood volume expansion (re-infusion, EPO etc)
• Altitude training
• Fluid replacement
• Acclimation

**Module 3: Training and overload, biomechanical and genetic limitations - Dr A Lionikas and Dr F Groening**

Limitations to performance:

• Adaptation of skeletal muscle
• Biomechanics
• Genotype

**Practical/Lab/Tutorial Work**

**Practical**

The aim of the practical to investigate the thermoregulatory responses to acute exposure in hot and cold environments. It will consist of data collection and analysis. Students will have to write a report.

**Oral examination**

The oral examination will last 15 minutes and will take place on Tuesday 22nd November. Detailed times to be confirmed. The object of this exercise is to give you experience in oral presentation and to assess your paper analysis skills. This will expand on the skills developed on BM4009 and SR4007 and help you prepare for the oral examinations, which will be a relevant experience for job interviews. Each student will be allocated a scientific paper related to exercise science and you will be expected to answer questions and discuss it in detail. You may be asked to illustrate your answer with a drawing or graph which should contain
details such as calibration bars and axes and explain your figure. You will also be expected to have read around the subject area prior to the examination. The assessor at the oral exam will be asked to give some constructive comments on your performance at the end of your discussion.

**Essay**

The purpose of the essay assignment is to assist your preparation to the format of the finals. An essay will have to be written within one hour to mimic exam conditions. Essay question will be announced in the beginning of the course. Therefore, a detailed, coherent, well-illustrated, referenced and logically organized piece of work is expected.

**Analysis/Problem Solving assessment**

Further details will be provided during the course.

**University Policies**

Students are asked to make themselves familiar with the information on key education policies, available [here](#). These policies are relevant to all students and will be useful to you throughout your studies. They contain important information and address issues such as what to do if you are absent, how to raise an appeal or a complaint and how the University will calculate your degree outcome.

These University wide education policies should be read in conjunction with this programme and/or course handbook, in which School specific policies are detailed. These policies are effective immediately, for the 2022/23 academic year. Further information can be found on the [University’s Infohub webpage](#) or by visiting the Infohub.

The information included in the institutional area for 2022-23 includes the following:

- Assessment
- Feedback
- Academic Integrity
- Absence
- Student Monitoring/ Class Certificates
- Late Submission of Work
- Student Discipline
- The co-curriculum
- Student Learning Service (SLS)
- Professional and Academic Development
- Graduate Attributes
- Email Use
- MyAberdeen
- Appeals and Complaints


Where to Find the Following Information:

**C6/C7** - University of Aberdeen Homepage > Students > Academic Life > Monitoring and Progress > Student Monitoring (C6 & C7)
https://www.abdn.ac.uk/students/academic-life/student-monitoring.php#panel5179

**Absences** - To report absences you should use the absence reporting system tool on Student Hub. Once you have successfully completed and sent the absence form you will get an email that your absence request has been accepted. The link below can be used to log onto the Student Hub Website and from there you can record any absences you may have.

Log In - Student Hub (https://www.abdn.ac.uk/studenthub/loginbdn.ac.uk)

**Submitting an Appeal** - University of Aberdeen Homepage > Students > Academic Life > Appeals and Complaints

https://www.abdn.ac.uk/students/academic-life/appeals-complaints-3380.php#panel2109

**Academic Language & Skills support**
For students whose first language is not English, the Language Centre offers support with Academic Writing and Communication Skills.

**Academic Writing**
- Responding to a writing task: Focusing on the question
- Organising your writing: within & between paragraphs
- Using sources to support your writing (including writing in your own words, and citing & referencing conventions)
- Using academic language
- Critical Thinking
- Proofreading & Editing

**Academic Communication Skills**
- Developing skills for effective communication in an academic context
- Promoting critical thinking and evaluation
- Giving opportunities to develop confidence in communicating in English
- Developing interactive competence: contributing and responding to seminar discussions
- Useful vocabulary and expressions for taking part in discussions
More information and how to book a place can be found [here](#).

### Medical Sciences Common Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>% Mark</th>
<th>Category</th>
<th>Honours Class</th>
<th>Description</th>
</tr>
</thead>
</table>
| A1    | 22          | 90-100 | Excellent    | First         | • Outstanding ability and critical thought  
• Evidence of extensive reading  
• Superior understanding  
• The best performance that can be expected from a student at this level |
| A2    | 21          | 85-89  |              |               |                                                                                                                                              |
| A3    | 20          | 80-84  |              |               |                                                                                                                                              |
| A4    | 19          | 75-79  |              |               |                                                                                                                                              |
| A5    | 18          | 70-74  |              |               |                                                                                                                                              |
| B1    | 17          | 67-69  | Very Good    | Upper Second  | • Able to argue logically and organise answers well  
• Shows a thorough grasp of concepts  
• Good use of examples to illustrate points and justify arguments  
• Evidence of reading and wide appreciation of subject |
| B2    | 16          | 64-66  |              |               |                                                                                                                                              |
| B3    | 15          | 60-63  |              |               |                                                                                                                                              |
| C1    | 14          | 57-59  | Good         | Lower Second  | • Repetition of lecture notes without evidence of further appreciation of subject  
• Lacking illustrative examples and originality  
• Basic level of understanding |
| C2    | 13          | 54-56  |              |               |                                                                                                                                              |
| C3    | 12          | 50-53  |              |               |                                                                                                                                              |
| D1    | 11          | 47-49  | Pass         | Third         | • Limited ability to argue logically and organise answers  
• Failure to develop or illustrate points  
• The minimum level of performance required for a student to be awarded a pass |
| D2    | 10          | 44-46  |              |               |                                                                                                                                              |
| D3    | 9           | 40-43  |              |               |                                                                                                                                              |
| E1    | 8           | 37-39  | Fail         | Fail          | • Weak presentation  
• Tendency to irrelevance  
• Some attempt at an answer but seriously lacking in content and/or ability to organise thoughts |
| E2    | 7           | 34-36  |              |               |                                                                                                                                              |
| E3    | 6           | 30-33  |              |               |                                                                                                                                              |
| F1    | 5           | 26-29  | Clear Fail   | Not used for Honours | • Contains major errors or misconceptions  
• Poor presentation |
| F2    | 4           | 21-25  |              |               |                                                                                                                                              |
| F3    | 3           | 16-20  |              |               |                                                                                                                                              |
| G1    | 2           | 11-15  | Clear Fail/Abyssmal |               | • Token or no submission |
| G2    | 1           | 1-10   |              |               |                                                                                                                                              |
# Course Timetable SR4301: 2022-2023

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Subject</th>
<th>Session</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 13</strong></td>
<td></td>
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<tr>
<td>Mon 24 Oct</td>
<td>12:00-13:00</td>
<td>1:43/144</td>
<td>Energy metabolism 1</td>
<td>Lecture</td>
<td>AMJ</td>
</tr>
<tr>
<td>Tue 25 Oct</td>
<td></td>
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<tr>
<td>Wed 26 Oct</td>
<td>09:00-10:00</td>
<td>1:47</td>
<td>Energy metabolism 2</td>
<td>Lecture</td>
<td>AMJ</td>
</tr>
<tr>
<td></td>
<td>10:00-11:00</td>
<td>1:154</td>
<td>Viva tutorial</td>
<td>Tutorial</td>
<td>AMJ</td>
</tr>
<tr>
<td>Thu 27 Oct</td>
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</tr>
<tr>
<td>Fri 28 Oct</td>
<td>10:00-11:00</td>
<td>1:154</td>
<td>Energy metabolism 3</td>
<td>Lecture</td>
<td>MES</td>
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<tr>
<td><strong>Week 14</strong></td>
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<tr>
<td>Mon 31 Oct</td>
<td>12:00-13:00</td>
<td>1:43/144</td>
<td>Cardiorespiratory Function 1</td>
<td>Lecture</td>
<td>AL</td>
</tr>
<tr>
<td>Tue 1 Nov</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Wed 2 Nov</td>
<td>09:00-10:00</td>
<td>1:47</td>
<td>Cardiorespiratory Function 2</td>
<td>Lecture</td>
<td>AL</td>
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<tr>
<td>Thu 3 Nov</td>
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<tr>
<td>Fri 4 Nov</td>
<td>10:00-11:00</td>
<td>1:154</td>
<td>Thermoregulation &amp; fluid/electrolyte imbalance 1</td>
<td>Lecture</td>
<td>MES</td>
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<tr>
<td><strong>Week 15</strong></td>
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<tr>
<td>Mon 7 Nov</td>
<td>12:00-13:00</td>
<td>1:43/144</td>
<td>Thermoregulation &amp; fluid/electrolyte imbalance 2</td>
<td>Lecture</td>
<td>MES</td>
</tr>
<tr>
<td>Tue 8 Nov</td>
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<tr>
<td>Wed 9 Nov</td>
<td>09:00-10:00</td>
<td>1:47</td>
<td>Skeletal muscle and exercise 1</td>
<td>Lecture</td>
<td>AL</td>
</tr>
<tr>
<td>Thu 10 Nov</td>
<td>13:00-15:00</td>
<td>1:154</td>
<td>Essay</td>
<td>Assess</td>
<td>AL</td>
</tr>
<tr>
<td>Fri 11 Nov</td>
<td>10:00-11:00</td>
<td>1:154</td>
<td>Skeletal muscle and exercise 2</td>
<td>Lecture</td>
<td>AL</td>
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<tr>
<td><strong>Week 16</strong></td>
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<tr>
<td>Mon 14 Nov</td>
<td>12:00-13:00</td>
<td>1:43/144</td>
<td>Genotype and muscle properties 1</td>
<td>Lecture</td>
<td>AL</td>
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<tr>
<td>Tue 15 Nov</td>
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<tr>
<td>Wed 16 Nov</td>
<td>09:00-10:00</td>
<td>1:47</td>
<td>Genotype and muscle properties 2</td>
<td>Lecture</td>
<td>AL</td>
</tr>
<tr>
<td>Thu 17 Nov</td>
<td>10:00-13:00</td>
<td>HSB Lab</td>
<td>Thermoregulation 1</td>
<td>Practical</td>
<td>AL</td>
</tr>
<tr>
<td>Fri 18 Nov</td>
<td>10:00-11:00</td>
<td>1:154</td>
<td>Cellular signalling and adaption to exercise 1</td>
<td>Lecture</td>
<td>MES</td>
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<tr>
<td><strong>Week 17</strong></td>
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<tr>
<td>Mon 21 Nov</td>
<td>12:00-13:00</td>
<td>1:43/144</td>
<td>Cellular signalling and adaption to exercise 2</td>
<td>Lecture</td>
<td>MES</td>
</tr>
<tr>
<td>Tue 22 Nov</td>
<td>10:00-18:00</td>
<td>Lecture Theatre</td>
<td>Vivas</td>
<td>Viva</td>
<td>AL,AMJ,MES,FG</td>
</tr>
<tr>
<td>Wed 23 Nov</td>
<td>09:00-10:00</td>
<td>1:47</td>
<td>Sports biomechanics 1</td>
<td>Lecture</td>
<td>FG</td>
</tr>
<tr>
<td>Thu 24 Nov</td>
<td>10:00-13:00</td>
<td>HSB Lab</td>
<td>Thermoregulation 2</td>
<td>Practical</td>
<td>AL</td>
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<tr>
<td></td>
<td>14:00-16:00</td>
<td>1:154</td>
<td>Problem solving assignment</td>
<td>Assessment</td>
<td>AMJ</td>
</tr>
<tr>
<td>Fri 25 Nov</td>
<td>10:00-11:00</td>
<td>1:154</td>
<td>Sports biomechanics 2</td>
<td>Lecture</td>
<td>FG</td>
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<tr>
<td><strong>Week 18</strong></td>
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<tr>
<td>Mon 28 Nov</td>
<td>12:00-13:00</td>
<td>1:147</td>
<td>Problem solving exam preparation</td>
<td>Revision Session</td>
<td>AMJ</td>
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<tr>
<td>Tue 29 Nov</td>
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<td>Wed 30 Nov</td>
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<tr>
<td>Thu 1 Dec</td>
<td></td>
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</tr>
<tr>
<td>Fri 2 Dec</td>
<td>10:00-11:00</td>
<td>1:154</td>
<td>Private Revision</td>
<td>Study</td>
<td></td>
</tr>
</tbody>
</table>

* time of the day and place of Vivas is by agreement with a lecturer offering allocated research paper. You will be allocated a paper during the first week of the course. Contact your lecturer to make arrangements.

**Staff**

Prof A. Jenkinson (AMJ), Medical Sciences
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr A. Lionikas (AL)</td>
<td>Medical Sciences, Course Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>Dr M.E. Scholz (MES)</td>
<td>Medical Sciences</td>
<td></td>
</tr>
<tr>
<td>Dr F. Groening (FG)</td>
<td>Medical Sciences</td>
<td></td>
</tr>
</tbody>
</table>