



Bachelor of Exercise Science and Sport Science  
(53J)

# **Practicum in Exercise Science**

## **Supervisors Guide**

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# 1. Guide for Supervisors and Section Staff Members

## 1.1 Introduction

Thank you for making this learning opportunity available to our students and for assisting in the Exercise and Sport Science Professional Experience Placement (PEP) program at the University of Tasmania (UTAS). UTAS greatly values your enthusiasm and hard work in engaging with our students and staff, which ensures our students' learning is relevant to the workplace. We recognise the enormous generosity of time and experience you have contributed toward our students' education, and the future of the Exercise Science profession.

A student's practicum experiences shapes their development and growth as a health professional and they benefit immensely through being able to contribute to the activities of an organisation. UTAS aims to build sustainable relationships that are based on reciprocity and mutual benefit for our external partners, our students and our staff.

## 1.2 Purpose of these Guidelines

The information provided here is designed to assist you in student supervision and in completing the competency assessments.

The following important documents have been included as appendices or links:

1. UTAS Insurance cover for students on PEP
2. Exercise & Sports Science Australia (ESSA) useful links
3. Example ESSA "Record of Engagement" forms
4. Example Student Logbooks
5. Link to the UTAS Faculty of Health Science Code of Conduct
6. Link to UTAS Competency Assessment forms for supervisors to give constructive feedback on student skills

These documents have been included to provide background information regarding the UTAS Exercise and Sport Science practicum program.

Links to other University forms and further information can be found on the UTAS [Professional Experience Placements](#) website under Support for Supervisors > Exercise Science.

## 2. Unit Requirements for Students

### 2.1 Requirements of ESSA and NUCAP

Exercise and Sports Science Australia (ESSA) administers the National membership and accreditation programs for Exercise Scientists and Exercise Physiologists (respectively). The components of the *Practicum in Exercise Science* unit are structured to adhere to ESSA requirements for evidence of “healthy clientele” practicum hours. For membership and accreditation by ESSA, ES students must complete a minimum of 140 hours of industry-based practice in an approved setting across various competency target areas in accordance with the current ESSA exercise science standards (see Appendix 2).

Applicants for AES accreditation must provide evidence of:

- a minimum of 140 hours of practicum within the scope of an Exercise Scientist
- Students must log evidence of suitable practicum activities and hours for each category
- Students must have an ESSA “Record of Student Engagement” form completed by the main supervisor at every site that confirms the experiences logged and provides feedback of the student’s strengths and areas for improvement. This document is co-signed by the Practicum Coordinator.

### 2.2 Requirements of University of Tasmania

As part of the Practicum in Exercise Science unit students must complete and pass the following elements:

1. Completion of a **minimum of 140 hours** of practical experience working within the Scope of Practice of an AES
2. Completion of an **ESSA logbook** with details of tasks undertaken

3. Completion of an **ESSA Record of Engagement form**
4. A **Reflection diary** that records their reflection of the placement experience
5. A **Site Project** that is linked with outputs completed at their primary work site
6. Completion of both an **Interim and Final Competency Assessment** by the primary work site Supervisor

## 2.3 140 Hours of Experience - Detail

These hours are recorded by the student in their logbook and at least **80 hours** must demonstrate attainment of competency in exercise assessment, prescription and delivery. Exercise prescription hours must be with clients who are seen for the purpose of undertaking an exercise intervention to improve their health and fitness, wellbeing or performance, and not participating in an exercise intervention for the treatment and/or management of a clinical condition or injury. However, the service can be focused on the prevention of chronic conditions. Activities undertaken for the remaining **60 hours** may be in any area that reflects the Exercise Science Standards (See Appendix 2).

## 2.4 Logbook, Record of Engagement Forms, and Reflection Diary

The students are required to keep a log of their practicum activities in their *logbook*. Students are supplied with a template which they must use to complete their logbook entries. Students are also required to write a reflection of their experiences at the end of each day in a *reflection diary*. This allows for an opportunity to reflect and learn from their daily experiences – both the positive and the negative aspects. We ask students to consider ways by which they could improve their performance or how they may approach the same situation differently next time. Additionally, we encourage students to ask for a daily “*debriefing*” session to discuss their reflections with their Supervisor as appropriate, thus allowing the Supervisor a better

understanding of the student's needs and ensuring that the practicum experience assists the student's development both professionally and personally.

**Record of Engagement Form Sign Offs - NOTE:** Students will ask you to fill in and sign off their ESSA Record of Engagement Form to confirm the accuracy of their placement hours and experiences and to provide a summary of their competencies. Students are required to have their Record of Engagement Forms signed within **1 month** of finishing hours with you. You are within your rights to refuse to sign a Record of Engagement form older than 2 months (whether you can remember the event or not). For accreditation purposes, ESSA requires that students and Supervisors provide **original** written signatures for Record of Engagement forms.

## 2.5 Site Project

Students are required to complete a site project while on placement. Students are advised to liaise with their supervisors within the first week of placement to come up with a project that is advantageous to them and the site. **An ideal project is one that helps the day to day operations of the site and provides the student with a tangible document for their employment portfolio.** Examples of projects include designing brochures, posters, and databases, conducting small research projects, working with a single client throughout their treatment and establishing a case report for this client, initiating a community health promotion activity such as a walking group classes, preparing fitness test results reports for athletes or coaches, or working with (and reporting on) specific clients or athletes in relation to their exercise assessment, prescription and progression.

## 2.6 Assessments of Student Competencies

There are two formal assessments undertaken by Supervisors during a student's placement time. The *Interim* and *Final Competency Assessments* act as indicators of the abilities expected of the student while at your work site. Each form has identical assessment criteria, with the first (the *Interim Competency Assessment*) undertaken

at ~40 hours of placement. The second assessment, the *Final Competency Assessment* is undertaken in the final week of the student's time on placement. Students must achieve a minimum "PASS" rating in all relevant criteria in the *Final Competency Assessment* to pass the unit. The responsibility for passing the *Final Competency Assessment* (and thus the unit) is on the **student**, who must work toward achieving competency in all possible criteria listed on the assessment forms. You, the Supervisor, can assist in this by early identification of any gaps or deficiencies in certain competencies (often picked up in the *Interim Assessment*) and guiding the students' progress with specific feedback and strategies designed to improve performance. Specific information on how to complete the assessments is provided in the following documents: the "Competency Assessment Guide A: How to Grade", and "B: Competency Criteria Descriptions". Downloadable versions of these forms are available on the UTAS PEP Website:

<http://www.utas.edu.au/health/professional-experience-placement/supervisors>

### 3. The roles of the academic unit

#### 3.1 Contact Schedule

- Prior to a placement, all members of the PEP Admin Team and Unit Coordinator will meet with the students to discuss placement options, determine suitable placement sites, supervisors, and activities, and suitable practicum block dates.
- Prior to a placement, the PEP Coordinator will contact the Placement Supervisor (phone, F2F Skype, email or site visit as preferred) to: (a) provide placement-related documentation and (b) to ensure that the Supervisor has received details regarding a student's knowledge, current skills, relevant experience and qualifications, and academic commitments.
- **Early during the placement period, Supervisors and students can expect at least one contact** (phone or email as preferred) from the PEP Fieldwork Coordinator / and or PEP Coordinator to ensure the documentation is meeting their needs and there are no issues that need resolving regarding the student or

the placement documentation. More frequent contact will be negotiated if the student requires further support to meet minimum safe standards.

- Supervisors and students can **expect a minimum of one site visit per placement** from the Fieldwork Coordinator (with a minimum of one site-visit every year for very remote placements, as practicable) to discuss support and other issues relevant to placements.
- For supervisors that require “Co-supervision” under ESSA’s guidelines (eg. Physiotherapist, Occupational Therapist, Cardiac Specialist), a UTAS PEP Fieldwork Coordinator will arrange one face to face visit with an AES staff member, or a F2F skype meeting to provide oversight supervision, and discuss activities and student competencies.

### 3.2 Responsibilities of the Exercise Science PEP unit staff

- Liaising with placement sites to secure suitable placement opportunities and administering placement
- Educating students as to their professional role and requirements while on placement, and their legal obligations under the UTAS and ESSA codes of conduct
- Ensuring that students have completed the University’s pre-placement safe-to-practice procedures
- Providing placement Supervisors with education and support on clinical supervision of Exercise and Sport Science students.
- Providing placement Supervisors the documentation that outlines the expectations for both the placement Supervisor and the student, and also the documentation for assessment
- Assessing needs, and providing materials to Supervisors in order to support ES students on placement
- Problem solving placement situations
- Assessing student’s activities, hours, logbooks, record of engagement forms, reflection diaries and competency assessments.

- Providing the students with information about ES Scope of Practice, Codes of Conduct and Professional Practice, career pathways and ESSA accreditation procedures

## 4. The Role of a Supervisor

Placement Supervisors play an essential role in the development of pre-service Exercise and Sport Science professionals (students). Effective supervision aims to build respectful and inclusive environments which involve the student as an equal partner. The information presented below is intended to help promote a placement experience that is of benefit to the placement Supervisor, the placement site and the student.

### 4.1 Effective Supervision

An effective Supervisor typically assists Exercise and Sport Science students' progress by:

- making them feel welcome
- ensuring students understand what is expected of them
- creating time to discuss the student's expectations, concerns, planning, and progress
- respecting that the student brings their own knowledge base, skills and preferred styles
- providing ongoing and timely corrective feedback on observed performance which is in line with the criteria listed on the *Competency Assessment* evaluation forms
- balancing corrective feedback with specifically-directed praise to support the student's confidence (recognising that students may be balancing several responsibilities throughout the placement)
- involving the student as appropriate, in decision making and problem-solving activities

- assisting the student to monitor their progress towards their expected competencies
- encouraging students to be self-reflective, know their limitations, and seek help as needed

## 4.2 What you can expect as a Supervisor

- Being firstly observed and progressively assisted by the student in most or all aspects of your work
- Providing opportunities for varied and meaningful working experiences
- Demonstrating and guiding practice in technical skills based on current evidence and industry knowledge
- Giving guidance to assist students in adapting to the demands of your working environment
- Encouraging discussion and debriefing of events at end of session, or end of day, to assist student in reflective learning and encourage self-care
- Advising on management and organisation of tasks
- Evaluating a student's performance using the *Competency Assessment* forms provided, and discussing any problems and their progress with them
- Consulting with the Fieldwork or PEP Coordinator with respect to the student's progress

**The Supervisor is ultimately responsible for the student during their practicum work, therefore, we ask the Supervisor to:**

- Ensure that the student undergoes an induction specific to your workplace and is familiar with the organisation's workplace health and safety policies and procedures, including making available copies of relevant worksite rules, regulations, policies, procedures and by-laws of the placement site relevant to the student's placement.
- ensure that the student is always supervised by an appropriate staff member

- monitor client and student safety of an activity and the organisational procedures for the activity's implementation
- Provide access to appropriate dining room/cafeteria facilities (where available) to students during placements.
- Provide access to suitable and adequate facilities and equipment necessary for the student to perform their placement tasks.
- Ask your clients, as appropriate, if they are happy to have a student working with them

### 4.3 Benefits of Supervising Exercise Science Students

Supervisors often gain substantially from the experience of hosting a student. Working with ES students gives you the opportunity to reflect on your own knowledge and skills and helps you and your staff to grow professionally as you develop your supervisory skills.

The practicum experience is also a way for you to connect to the community. Collaborating with UTAS staff and students can increase your professional networks and can bring new thoughts and energy into your worksite.

While on practicum, students provide extra staffing with benefits to clientele from extra supervision and coaching. Participation in face to face student supervision is also eligible as Professional Development points under Category 2: Self Education / Professional Contributions of ESSA's AES CPD scheme. You will require a letter of proof from the PEP / Unit Coordinator to confirm your Clinical Supervision hours. Please ask the PEP Coordinator if this is of interest to you.

Students also frequently develop a product or provide a service for your worksite as part of their placement activities. By responding to your needs, UTAS aims to provide teaching, learning and research that contribute to the economic, social, cultural and sustainable development of your workplace, and our profession.

Your participation in, and feedback regarding the UTAS placement program ensures that we keep the Exercise and Sport Science course content contemporary and appropriate to best practice, and community and industry needs, which enhances the students' readiness for employment. Your feedback on the placement experience will, in turn, help us to design relevant teaching and authentic, easy to apply assessments.

With all of this, the student gains essential real-life work experience where they can expand their skills and build the confidence to grow as an allied health professional. By welcoming the opportunity to offer placement to UTAS students you directly influence the next generation of exercise physiologists.

You will be invited to attend student placement and research presentation events and will be invited to social networking events for Exercise and Sport Science students, local Exercise and Sport Science Professionals and other allied health professionals which are run jointly by UTAS and ESSA Tasmania Chapter. This is a forum for you to mix informally with students, the PEP unit staff, and other placement Supervisors, to network and share your experiences.

## **5. Support with supervising students**

### **5.1 Support from the UTAS Exercise and Sport Science PEP Unit**

Most supervisors are trained as practitioners in their field of expertise and have little or no formal training in teaching or mentoring. We understand that having to supervise a student in your work environment adds complexity to your daily work. It is very important to us that you feel we are always accessible and supportive. Our Fieldwork coordinators are on hand to provide educational support, prac-related materials, and problem solving support. For matters relating to ES competencies and skills, please do not hesitate to contact the PEP or Unit Coordinator with any concerns or questions on the student's progress, however small.

## 5.2 Supervision Styles

Finding the right style of supervision can be a daunting task, particularly if you are new to supervision and mentoring. It can also be an exciting process of self-discovery and reflection. There are several supervisory styles that have been described and information on these is provided in the following links. Each student, client and clinical situation may result in supervision styles that need to be varied to be more effective. We suggest that you meet with the student regularly to observe, give feedback and discuss their progress.

## 5.3 Resources for teaching and learning

The following links have educational information for Supervisors regarding effective clinical supervision, communication, supervisory and learning styles, how to give effective feedback, and how to create positive learning environments:

- **Online training resources on hosting health students:**  
<http://supportingstudents.org.au/>
- **Learning Styles and Cultural Competency:**  
<http://www.utas.edu.au/health/professional-experience-placement/supervisors/online-learning-modules/jack-and-the-beanstalk/learning-styles>
- **UTAS coursework in Clinical Leadership:**  
<http://www.utas.edu.au/courses/chm/courses/m5m-graduate-certificate-in-clinical-leadership>

For specific advice or any questions on supervising or teaching, please contact the PEP Coordinator.

## 5.4 Student and Supervisor Fears and Expectations

When embarking on a new supervisor/student relationship both the supervisors and students have fears and expectations. Respect and empathy on both sides are crucial to a productive teaching and learning environment.

### **Common Supervisor Fears**

- That students have all the latest knowledge and the Supervisor themselves are expected to know everything
- They may have forgotten a lot of the information they learned at university
- They must always be available to the students
- The time demands of having a student will be unmanageable

### **Common Supervisor Hopes or Expectations**

- They will be respected for their experience and knowledge
- Students will be enthusiastic
- Students will be honest about their abilities and be able to accept criticism
- Students will implement Supervisor recommendations to improve performance.

### **Common Student Fears**

- They will be asked to do too much
- The Supervisor will expect them to be perfect
- They are expected to recall all of the information which they have learned
- They will be a burden
- They will hurt a client

### **Common Student Hopes or Expectations**

- They will be challenged
- They will be allowed to make mistakes
- They will be treated with respect and acknowledged for their knowledge and experience level
- That the Supervisor can empathise with their nervousness and excitement
- They will have an active role in the clinical setting

## 6. Safety and Risk Management

### 6.1 Risk Management

The University manages risk during PEP placements through the identification of roles and allocation of responsibilities for PEP Unit staff, students and Supervisors. All students enrolling in Faculty of Health programs which include a PEP component, laboratory and/or field activity are required to establish and maintain their capacity to practice safely via [Safety in Practice Requirements](#) compliance documentation. Before being allowed to begin external PEP, students must submit the Safety in Practice compliance documentation to the university and have their risk assessed.

The Faculty, in accordance with [Safety in Practice Compliance and Risk Assessment Procedure](#), then assesses student compliance with the Safety in Practice Requirements, which include:

- national criminal history and working with children/vulnerable people registration;
- medical, physical and psychological capacity to safely undertake the Faculty of Health [Mandatory Functional Requirements](#); and
- infectious disease and immunisation status.
- Current first aid and CPR certification

### 6.2 Accidents while on PEP

If a student has an accident, injury, or reportable near-miss whilst on placement, they are required to contact the PEP Coordinator as soon as possible to determine if a UTAS incident report form needs to be submitted. Please note, students are insured by the university to undertake PEP (see Appendix 1), and are thus **not** covered under any workers compensation schemes of the PEP site. More information can be found in the "[PEP Risk Management Procedure](#)".

### 6.3 Identifying academically “at risk” students

Students require a minimum rating of “competent” on the *Final Competency Assessment* form to pass the practicum unit. A “requires development” rating is equal to a “fail” grade in the final assessment form. If you feel that a student is struggling on a placement, for either

personal or academic reasons, and is at risk of failing, please contact the PEP Coordinator early in the placement to discuss your concerns. When problems arise on placement, it is important that they are recognised early and discussed with the PEP Coordinator so that both you and the student can receive the required support for the situation. UTAS has procedures for implementing a “*Student Communication and Support Plan*” for students who are at risk of failing units. If required, this plan will be implemented in consultation with the Site Supervisor and the student and will detail areas of concern, how these will be addressed, and the consequences of the student not meeting the plan’s requirements.

If there are early concerns regarding client safety or comfort in the presence of the student, or the performance/skills of your student, please do not wait until the first formal assessment (the *Interim Assessment* form which is to be filled in at ~40 hours of placement time).

If you have early concerns, please feel free to discuss them with us at any point along the way. It is of importance to:

- provide constructive guidance and solid strategies to the student on how they can improve.
- inform the PEP Coordinator about student performance, especially where you have any concerns about client safety, student appearance, clinical skills or behaviour.

## 6.4 Dispute resolution and handling grievances

### 6.4.1 Supervisor Complaints

- If there is a dispute between Supervisor and student, we encourage the Supervisor to first use their best endeavours to resolve the dispute amicably, if this fails, or the Supervisor requires assistance, they should contact the Placement Coordinator as soon as possible.
- If a Supervisor reasonably believes that a student may require disciplinary action, the Supervisor must, as soon as practicable, notify the Placement Coordinator of the matter and the grounds of any proposed disciplinary action. The Supervisor retains the right to immediately remove any student from their workplace particularly with regard for the duty of care to their clients, staff and visitors. If a student is removed for disciplinary reasons, the Supervisor must inform the placement coordinator of such removal and the reasons for doing so by close of business the next working day.
- If the parties fail to settle the dispute within 14 days of it first arising, the dispute will be settled according to the University’s [Ordinance 8](#) for complaint resolution. Please contact the Placement Coordinator if you require more information on dispute resolution.

### 6.4.2 Student Complaints

- According to UTAS policies, students may lodge a complaint without fear of disadvantage. While students are encouraged to attempt to resolve complaints informally with their Supervisor, there are formal procedures for handling disputes and grievances. In the first instance the student is to report the complaint to the Placement Coordinator in writing as soon as possible after the incident and express their wish to have the complaint dealt with formally.
- If a formal complaint is lodged by a student, the Placement Coordinator will provide information to the student and Supervisor on the University's procedures for complaints ([Ordinance 8](#)).

### 6.5 Student absence from practicum

Any day(s) of absence for compassionate or sickness reasons must be notified to the placement Supervisor or host agency at least one day before the day of absence, or before 9:00 am on the day of absence in cases of illness. Unexplained or unsupported non-attendance at practicum is a breach of professional responsibility by the student and considered a lack of professionalism, which may result in failure of the unit. Please notify the PEP Coordinator if a student has an unexplained absence from your work site.

### 6.6 Duty of Care

During the placement, Supervisors and students have a legal 'duty of care'. This means they each have a professional and moral obligation to look after those placed in their care. However, it must be recognised by the Supervisor, that students engaged in practicum are *in preparation* for their working experiences and are under the care of the Supervisor. To this end, the student should always be appropriately supervised. The Supervisor is ultimately responsible for the safety of any clients the student works with and we encourage you to hold client safety as a major factor in determining student competency. The student, however, is instructed, and required to act with vigilance and caution which places the health, safety and well-being of clients, and all persons at the placement site, as their primary focus.

## 7. What to do during quiet times

If for whatever reason, a student is restricted for client-contact opportunities in the workplace then students should work on their agreed upon site project or undertaken an additional project which relates to exercise service delivery or administration tasks relevant to your facility, for example:

- Research and report on current evidence-based practice into clinical issues/topics relevant to the work site (~ 800 to 1000 words)

- Develop a generic exercise template specific to a common condition (eg. Hamstring strain)
- Develop a handout, flyer or PowerPoint presentation on a topic of usefulness to the work site.
- Organise with the Supervisor to attend a professional development workshop relevant to their work experience and reflect on the experience with a written report (~800 to 1000 words)
- Collect or analyse data (eg. analysis of assessments before and after exercise interventions)
- Set up or refine referral forms or reporting templates
- Learn about the practice's client management software (i.e. record keeping and data entry)

## 8. What you may expect of the Students

UTAS students are expected to display professional behaviour in line with the [University Behaviour Policy](#) and to abide by the [PEP Code of Professional and Ethical Conduct](#). Breaches of professional or ethical conduct may be grounds for withdrawal from PEP and possible failure of the unit. Please contact the Unit Coordinator if you are concerned about any inappropriate behaviour while a student is on placement with you. However, the following provides a brief outline of what skills and experience you may expect of *Exercise and Sport Science* practicum students.

### **Bachelor of Exercise and Sport Science (53J)**

The degree the students are undertaking is the Bachelor of Exercise and Sport Science (53J). They are in their 3rd and final year and units previously completed are:

#### **Year One**

##### Semester One

- CZZ101 Human Anatomy and Physiology 1A
- CXA171 Foundations of the Human Body
- CXA103 Health: Determinants and Analysis
- Plus 1 x Breadth Unit

##### Semester Two

- CZZ102 Human Anatomy and Physiology 1B
- CXA125 Introductory Biochemistry
- CXA108 Human Nutrition

- ESP160 Growth and Motor Development Across the Lifespan

## **Year Two**

### Semester One

- CXA212 Pathology of Common Diseases
- CXA210 Physical Activity and Health
- CXA237 Exercise Physiology
- CXA232 Functional and Surface Anatomy

### Semester Two

- CXA213 Health Promotion: Principles and Planning
- CXA234 Health, Exercise and Sport Assessment
- CXA233 Health, Exercise and Sport Prescription and Delivery
- CXA203 Biomechanics

## **Year Three**

### Semester One

- CXA328 Evidence-Based Research in Health Sciences
- CXA329 Exercise for Cardiovascular and Pulmonary Disorders
- ESP368 The Psychology of Sport & Physical Activity
- CXA307 Applied Anatomy and Neurosciences

### Semester Two

- CXA327 Professional Experience in Exercise and Sport Science
- CXA330 Exercise for Musculoskeletal Disorders
- CXA323 Exercise Nutrition
- ESP233 Motor Learning

## **Knowledge, skills, and competency level expected of graduates of the Bachelor of Exercise and Sport Science (53J)**

Graduates of the Bachelor of Exercise and Sports Science will have a broad and coherent body of knowledge in the units studied. Graduates will possess skills in exercise assessment, prescription and delivery for a range of client settings and pathologies.

Students will also possess generic skills expected of all University of Tasmania graduates.

For more information, see the [Graduate Quality Statement Policy](#)

**While on practicum, students are asked to:**

- Provide the Supervisor with details of any elective units they have completed during their degree, and units they are currently enrolled in. Provide Supervisors with details of any work experience or qualifications they have that are relevant to the profession.
- Ensure that they have been taken through a thorough induction process at their placement site, including the organisation's specific Workplace Health and Safety practices, including fire and emergency evacuation plans
- Introduce themselves to all staff (e.g. clinicians, cleaners, computer technicians, receptionists etc)
- Attend meetings and off-site activities where appropriate
- Offer assistance in additional duties as appropriate, i.e. demonstrate initiative
- List questions that they would like answered over the course of the placement
- Ensure that they discuss with the Supervisor the expectations the Supervisor has of them and list the goals they mutually want to achieve by the end of the placement

**It is expected that students on placement will:**

- Be punctual, reliable, professional and respectful in manner
- Be professionally attired, clean and well-groomed, in neat dress appropriate to your workplace (i.e. no board shorts, jeans, thongs, or singlets). Students are directed to wear the black *UTAS Exercise and Sport Science* shirt (unless the site requests otherwise) and will always wear a name badge identifying them as a student. The Supervisor may feel free direct the student in appropriate clothing for their work site
- Abide by the worksite's policies and procedures
- Ensure that any observational work undertaken is "active" rather than "passive" (i.e. students are encouraged to take notes and list questions during observations)
- Ensure that any work assigned by the placement Supervisor is completed thoroughly, professionally, and is timely in its delivery
- Be thoroughly aware of the specific requirements and timing of practicum unit assessments (i.e. the exact competencies expected of them as detailed in the *Competency Assessment forms*, and the times they must arrange for these to be completed by the Supervisor
- Prepare in advance for the worksite, session, or client history, as necessary

## 9. Supervisor Checklist

- Please ensure that you have signed and returned a **Workplace Integrated Learning Agreement** for the current year with the University of Tasmania
  
- Please ensure the student has discussed with you the timelines and requirements for completing the two online assessment forms: **1. Interim** and **2. Final Competency assessments**. It is the student's responsibility to arrange these assessments with you, and to return the completed forms to the Placement Coordinator as soon as possible after completion. There are grade penalties applied to students who return assessment forms late.
  
- Please contact the Placement Coordinator if you have **any** queries or questions.

***Thank you!***

***We sincerely appreciate your involvement in our  
placement program***

## **10. Appendices**

1. UTAS Insurance cover for students on PEP
2. Exercise & Sports Science Australia (ESSA) useful links
3. Link to the UTAS Faculty of Health Science Code of Conduct
4. Link to UTAS Competency Assessment forms for supervisors to give constructive feedback on student skills
5. Example ESSA “Record of Engagement” forms
6. Example Student Logbooks

# Appendix 1 - UTAS Insurance cover for students on PEP

Locked Bag 1353 Launceston  
Tasmania 7250 Australia  
Telephone (03) 6324 3667  
Facsimile (03) 6324 3055  
[www.utas.edu.au](http://www.utas.edu.au)



FINANCIAL SERVICES

## TO WHOM IT MAY CONCERN

### INSURANCE FOR WORK INTEGRATED LEARNING

The University of Tasmania's insurance program provides cover for students whilst undertaking unpaid Work Integrated Learning placements approved by the University.

#### General and Product Liability

The University's insurer may provide coverage to work experience providers for liability to pay compensation for personal injury, other injury or property damage which arises as a result of any negligent act, error or omission of the student in the course of the study, research or work experience training or activities.

Work experience provider means any person or entity who, under an arrangement with the University of Tasmania, provides the opportunity or facilities for students to undertake study, research or work experience training or activities

The limit of liability is \$20,000,000 any one occurrence.

#### Professional Liability

Professional Liability coverage provides the University with the right to claim protection on behalf of the University, or Students for their legal liability to pay damages as a result of any claim or claims made against them arising out of any negligent act, error or omission in relation to the member's professional business.

The limit of liability is \$20,000,000 each and every claim but limited to \$80,000,000 in the aggregate for the protection period.

#### Medical Malpractice

Medical Malpractice coverage provides the University with the right to claim protection on their own behalf, or on behalf of a Student for their legal liability to pay damages as a result of any claim or claims made against them for bodily injury (including death) arising out of any negligent act, error or omission in relation to the provision of medical services

Limit of Liability \$20,000,000 each and every claim but limited to \$80,000,000 in the aggregate for the protection period.

### **Personal Accident**

Covering students suffering an injury resulting in death or permanent or temporary disablement whether partial or total and other specified benefits.

Death – No Dependants - \$10,000

Death – With Dependants - \$50,000

Permanent Total Disablement, specific Permanent Total Loss or Permanent Partial Disablement - \$50,000 (reducing scale)

Includes Non-Medicare medical expenses (provided such expense is not payable where compensable under the Medicare Scheme in part or in full) to a maximum of \$5,000.

**The insurance policies noted above are subject to certain terms, exclusions, conditions and limitations.**

Regards,



Anthony Manshanden  
**Executive Officer Business Services**  
Financial Services

2<sup>nd</sup> July 2012

## Appendix 2 - Exercise & Sports Science Australia (ESSA) Useful Links

ESSA Practicum Guide:

[file:///C:/Users/mcgowanc/Downloads/Practicum%20Guide%202019%20\(1\).pdf](file:///C:/Users/mcgowanc/Downloads/Practicum%20Guide%202019%20(1).pdf)

ESSA Exercise Science Standards:

[file:///C:/Users/mcgowanc/Downloads/AES-Professional-Standards%20\(1\).pdf](file:///C:/Users/mcgowanc/Downloads/AES-Professional-Standards%20(1).pdf)

ESSA AES Scope of Practice document:

[https://www.essa.org.au/wp-content/uploads/2016/11/Accredited-Exercise-Scientist-Scope-of-Practice\\_final.pdf](https://www.essa.org.au/wp-content/uploads/2016/11/Accredited-Exercise-Scientist-Scope-of-Practice_final.pdf)

ESSA Position statements:

[https://www.essa.org.au/Public/Advocacy/Position\\_Statements/Public/Advocacy/Position\\_Statements.aspx?hkey=c2c01874-ffdc-4a20-adb9-42e6d3d020a7](https://www.essa.org.au/Public/Advocacy/Position_Statements/Public/Advocacy/Position_Statements.aspx?hkey=c2c01874-ffdc-4a20-adb9-42e6d3d020a7)

## Appendix 3 – Link to the UTAS Faculty of Health Science Code of Conduct

Review the Health Sciences Code of Conduct here:

[http://www.utas.edu.au/\\_data/assets/pdf\\_file/0003/459273/PEP-Code-of-Professional-and-Ethical-Conduct.pdf](http://www.utas.edu.au/_data/assets/pdf_file/0003/459273/PEP-Code-of-Professional-and-Ethical-Conduct.pdf)

## Appendix 4 - Link to UTAS Competency Assessment forms for supervisors to give constructive feedback on student skills

Please see the Interim (40hour) and Final supervisor assessment forms located at this link:

<http://www.utas.edu.au/health/professional-experience-placement/supervisors/exercise-science-practicum-competency-assessment>

For assistance in how to complete these assessments please see the information located at these links:

<http://www.utas.edu.au/health/professional-experience-placement/supervisors>

## Appendix 5 - Example ESSA “Record of Engagement” forms



### EXERCISE SCIENCE PRACTICUM

#### Record of Student Engagement for the Purpose of Meeting

##### Exercise Science Practicum Requirements

One record must be completed by the student per placement site.

Name of Student:	John Smith		
Name of Placement Site:	Kickstart High Performance Centre		
Total Number of Hours:	70		
Date Commenced:	5/2/2017	Date Completed:	6/3/2017

Please provide a summary (in approximately 300 words) of activities undertaken.

My placement at Kickstart High Performance Centre (KHPC) was conducted for 5 hours per day, 2 days per week across 7 weeks. KHPC focuses on individual and team athletic development with a range of clients from local to national level representation. My first week was a mixture of assisting sessions with clients as well as understanding the organisation’s processes. After that time, my primary responsibility was instructing exercise program written by the lead high performance coach or other strength and conditioning coaches and providing feedback to the client about their performance or technique. Sessions consisted of an extended warm up (approx. ten minutes), some sprinting or acceleration activities, 25-30 minutes of resistance training and a cool down. For the group sessions we travelled to a state rugby league team that was finishing their pre-season and focused on improving the aerobic conditioning of the team using sport specific movements. During the group session when I wasn’t providing direct instruction or feedback to the group I would work on individual conditioning for some of the players completing rehabilitation. These one-on-one (sometimes two-on-one) short sessions were prescribed by the head performance coach or team physiotherapist and I was responsible for monitoring the responses of the athletes during the session. At the end of each session I would collect the data and equipment from the athletes to be analysed back at the centre. Once per week I would prepare a program for an athlete who is entering the next phase of periodisation and my supervisor would provide feedback on the program to make it more effective. Finally, when working with some of the track based athletes (sprinters and long jumper) some video-based biomechanical analysis was completed which was used to inform the exercise programming.

Please provide a summary (in at least 500 words) to reflect on how this placement has assisted you to develop the graduate attributes required for an Accredited Exercise Scientist (AES).

Click [here](#) to access/download the AES graduate attributes, which are contained within the Exercise Standards document.

At the beginning of the placement I discussed with the head performance coach the requirements of the placement, an overview of the activities and the organisation’s code of conduct policy. This included a

brief synopsis of some of the athletes and how they typically interact (friendly, positive and ask questions about previous sessions) at the beginning of sessions, attire, session record keeping and communication with the other coaches. This practicum assisted in developing my confidence for implementing programs and working with high calibre athletes. The coaches all took time to explain their methodology of program writing as well as what periodised block of training athlete was at which helped further my knowledge substantially. Whilst I was in the gym helping one athlete through the resistance training, the strength and conditioning coaches were always in the gym, overhearing my exercise instruction and would often provide feedback either during the next set of the exercise or when all of the athletes had left to help make my explanations more concise and to check my understanding. There were several instances where the exercise program that was designed had to be significantly adapted, primarily because the athlete had an acute injury that they had suffered in a weekend competition and hadn't fully recovered. This was an example of how I would use my technical exercise science knowledge and applied it to provide recommendations for their recovery or adapt their exercises to be mindful of the injuries. However, one injury that an athlete presented with was substantial bruising and was struggling with the warm-up activities. After consultation with the head performance coach, he elected to discontinue with the session as he suspected there was further damage to ligaments/tendons. Instead, I assisted in writing a referral to the local physiotherapist as he was no longer able to exercise safely in scope of practice. Finally, when working with the rugby league team I applied the same scientific knowledge in delivering the program as when working with the individual athletes, with the addition of using small team activities to enhance the team chemistry. However, when working with the rehabilitating athletes during the team sessions, I followed the program written by team's physiotherapist and head performance coach and focused on instructing the athlete and monitoring the responses.

**Supervisor Declaration and Signature** (to be signed within one month of completing placement)

I, **George Simpson** (*please print name*) have read the information contained within this record of engagement and certify that this is a true and accurate reflection of the student's engagement at this placement site.

Relevant Qualification (Year of Completion):	Bachelor of Sport and Exercise Science (2009)
Please provide below a brief summary of experience relevant to the activities you have supervised:	
I have overseen the high-performance unit for the last three years with Kickstart High Performance Centre. I work directly with our team of Strength & Conditioning coaches to monitor the implementation of our athlete training programs.	
Signature:	<i>George Simpson</i>

**Supervisor feedback regarding the student's overall performance**

Please provide feedback regarding the student's level of performance by the end of the placement, in terms of meeting the overall objectives of the placement. This may include particular strengths that the student demonstrated, and/or areas that the student may need to improve on, such as knowledge, technical or professional skills.

John has been an excellent addition to the Kickstart team, he was enthusiastic to learn and he grew in confidence once he began delivering exercise sessions. He was receptive to feedback provided from the coaching team and demonstrated the feedback given to him from me into his exercise delivery

programs. He demonstrated professionalism by being considerate of individual's needs, excellent communication in explanations and demonstrations, tidiness, physical presentation and consistency in his work. This was evident at all times.

Practicum Coordinator's Signature (to be counter-signed after the record of engagement has been signed by the practicum supervisor).

Coordinator's Name:	Michael Lee
Coordinator's Signature:	<i>Michael B. Lee</i>

# Appendix 6 - Example Student Logbook

PRACTICUM LOGBOOK

UNIVERSITY OF TASMANIA

PRACTICUM LOGBOOK

SITE:		[AGENCY NAME HERE]		<b>"APPARENTLY HEALTHY"</b>		[STUDENT NAME / ID HERE]	
Totals		6.25	0.5	Total: 6.75			
DATE	No. HRS		CLIENT/S DESCRIPTION	DESCRIPTION OF SERVICES	SUPERVISORS NAME	UNIVERSITY CO-SIGN	
	Ex Ax	Other					
6/03/2019	3.00	0.00	18 year old male AFL player. Client was classed as apparently healthy, with no injuries. Exercise history - AFL for 5 years. Session Goal: improve overall strength and cardiovascular fitness.	<b>Prep 30min:</b> Prescription of warm up dynamic stretches, plyometric exercises (DL take off to SL land, speed skaters ES, DL take off and bump with SL landing), and acceleration/deceleration activities (cut and drive with 130 deg change of direction, partner chase with same drill) <b>F2F 2.5hr:</b> Conduction of warm up (dynamic and plyometric movements). Conduction and technique correction throughout 10 exercises: SL RDL, push ups, military squat, banded chest pull, lateral lunge, KB shoulder press, glute bridge, bear crawls, DL calf raise, reverse lunge), and abdominal exercises: front and side planks, and deadbugs.	John Smith	Jane Red	
8/03/2019	2.00	0.50	Club Soccer Team (25 male players age 18-25 yrs). Apparently healthy with no injuries. Exercise history 5+ years soccer experience at club level. Goal: improve overall strength and cardiovascular fitness and undertake testing sets.	<b>F2F 2hrs:</b> Conduction of general and specific warm up , plyometric/stability (SL linear and MD jumps, SL triple jump and catch), speed (individual COD and partner-chase COD) and tackle drills (wrestle for ball 5 x 8sec). Demonstration, conduction and technique correction throughout 8 exercises with small group (glute bridge, side lying hip adduction, paloff press hold, banded SL RDL, deadbug, birddog, banded lateral walk, laying leg over). Data collection for 2km time trial. <b>Prep 30min:</b> Data entry of time trial results and reports developed for coach.	John Smith	Jane Red	
10/03/2019	1.25	0.00	10 female/male clients age 40-60 yrs. Client conditions asthma, COPD, hypertension. Experience 2 years fitness class	<b>Prep 15min:</b> Set up of warm up and conditioning exercises. <b>F2F 1hr:</b> Took blood pressure and heart rate prior to fitness testing. Conducted warm-up. Instructed clients on how to complete wall pushups, bicep curls, stationary cycling, air squats. Provided technique correction.	John Smith	Jane Red	

**Logbook Tips:**

SAVE A SEPARATE FILE NAMED FOR EACH PLACEMENT SITE

EG File name: [unit code].[agency].[your initials].xlsx

Once a page is full, print page (or email if you are in Hobart) to have checked and signed by the PEP Coordinator. **You must get entries signed within 2 months of the work.**

You will be asked to submit your electronic logbook to PEP Co-ord for checking at Interim Assessment time (~Week 7)

Hand-in all pages plus your **Totals** tab page and the correct logbook coversheet. Deadline is in your unit outline and PEP guidebook. All forms are on MyLo

**Excel tips:**

- ALT + Enter for a new line within a cell
- If your text entry is larger than **one page**, you need to either make your font smaller OR manually continue your entry on the next row in the following page because Excel will **not** wrap text to the next page; it will hide it within the cell and will **not** be visible when you print.
- Check how your formatting looks in print preview and make sure all entries are fully visible before you print for signing.
- Spellcheck is under the "review" tab up top