



Bachelor of Exercise Science and Sport Science (53J)

Professional Experience in Exercise and

Sport Science

**Student Guide**

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# 1. Guide for the Student

## 1.1 What is Professional Experience in Exercise and Sport Science?

Practicum, or Professional Experience Placement (PEP) is “Work Integrated Learning” (WIL) and must be completed by all students enrolled in the BExSci in their third year of study. PEP is an integral part of the degree, providing students with an opportunity to apply knowledge and skills they have attained throughout their studies and to accrue “apparently healthy” hours that are essential if you plan to apply for Exercise Physiology accreditation with ESSA.

## 1.2 Unit Requirements for students undertaking Practicum in Exercise Science

1. All [Safety in Practice](#) requirements fulfilled and student enrolled in the unit prior to undertaking any practicum hours
2. Accrue a minimum 140 hours of appropriate PEP activities
3. Logbook of practicum hours
4. ESSA’s Record of Engagement form
5. Reflection Diary
6. Site Project
7. Interim and Final Competency Assessments
8. Group Training of UTAS staff / students preparing for the Launceston/Burnie 10 Race

# 2. Unit Requirements for Students

## 2.1 140 Hours of Experience (mimimum)

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 (A detailed description of appropriate activities can be found in the **ESSA PRACTICUM GUIDE, Appendix 2**). These must encompass:
- **At least 80 hours** demonstrating the 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, well-being 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 if the programs being delivered were developed by an Accredited Exercise Physiologist/appropriate professional.

*And*

- **At least 60 hours** in any area that reflects the Exercise Science Standards.
- **Please be aware that students may be completing placement at 1 or more sites to ensure they attain the required types of hours. We do not expect 1 placement site alone to always be able to cater for the required types/number of hours.**
- Students must log evidence of suitable practicum activities and hours for each category
- Students must have an ESSA “Record of Student Engagement” form completed for **each** placement site. Students must complete the first section and with **supervisors completing and signing the second section**. Engagement forms must be completed **within 1 month** of students completing placement hours at each site. This document is co-signed by the Practicum Coordinator.

## 2.2 Examples of Practicum Activities

The following are examples of activities that can be undertaken as part of the **80 hours** to demonstrate competency in exercise assessment, prescription and delivery:

- Conduct client assessments
- Exercise prescription
- Conducting warm ups / cool downs
- Delivery of exercise program for clients with a clinical pathology (program **MUST** be prescribed by an AEP or appropriate professional)
- Biomechanical assessment/analysis for the purpose of exercise prescription
- Monitor client exercise session
- Strength and conditioning for a team or individual
- Physiological assessment of athlete
- Body composition for individual or team
- Exercise testing
- Fitness appraisals
- Performance testing
- Recruitment fitness testing
- Fitness testing or training for emergency services
- Workplace/corporate health and fitness programs
- Conducting lifestyle management programs

The following are examples of activities that can be used to demonstrate competency toward the remaining **60 hours** of the practicum in **areas that reflects the [Exercise Science Standards](#)**.

- Coaching (from grass roots to elite level for both individuals or teams)

- Sports first aid
- Sports trainer
- Match/performance analysis
- Sports drug testing
- Anti-doping activities for sport
- Skill development camps (for teams or athletes)
- Laboratory assistant
- Data collection / analysis
- Calibration of equipment
- Haematology / biochemistry
- Urine / sweat analysis
- Occupational injury risk assessment / management
- Blood tests
- Anthropometry

The following examples are activities that are **not suitable** to be claimed as hours for exercise science practicum:

- Physiotherapy
- Chiropractic treatment
- Psychological treatment (for clinical conditions)
- Exercise assessment or prescription for clinical clients
- Massage
- Dry needling
- Research unrelated to the field
- Dietary intervention
- Child supervision
- Cleaning / maintaining of gym equipment

**You can undertake or observe these activities while on practicum for your own learning and experience, but you CAN NOT log them as hours**

### **Observation**

While observation can be a valuable learning tool in developing practitioner skills, it must be an active, involved, engaged and meaningful learning activity. Where you are passive in observing the session or activity, it should not be included as logged practicum hours. Any logged observation should be directly assisting you toward demonstrating competency in the domain and should be as active (eg. assisting) as possible.

## 2.3 How do I accrue my minimum 140 hours?

Practicum opportunities will be split into two general categories:

- a. **MINOR** which will consist of a minimum of 20 hours and maximum of 40 hours coming from casual opportunities that arise such as AGFEST, school visits, Launceston 10 training (**required and will contribute to your overall grade**), Brisbane Lions, Cycling Festival etc).
  
- b. **MAJOR** which will consist of a minimum of 100 and maximum of 120 hours located at a suitable workplace. This placement can be split into two placements to make up the required hours if necessary but a minimum of 80 hours must be completed under a single supervisor/site who can then complete the Final Competency Assessment for the student.

*Points to Note:*

- **You must be enrolled in the practicum unit and be fully PEP compliant to complete minor and major practicum hours.**
- **All minor and major practicum hours are recorded by you in your ESSA logbook.**
- **You need an engagement form signed and completed by you and your site supervisor for each practicum site.**
- **You must keep your original Logbook & Record of Engagement Forms in the event you are going to apply for Exercise Science, or eventual exercise physiology accreditation with ESSA.**

Additional Information regarding practicum hours can be found here:

[https://www.essa.org.au/Public/EDUCATION\\_PROVIDERS/Practicum\\_Guides/Public/EDUCATION\\_PROVIDERS/Practicum.aspx?hkey=b3ee1960-7b0a-4b12-952a-226d248ad4d3](https://www.essa.org.au/Public/EDUCATION_PROVIDERS/Practicum_Guides/Public/EDUCATION_PROVIDERS/Practicum.aspx?hkey=b3ee1960-7b0a-4b12-952a-226d248ad4d3)

## 2.4 Suitable Practicum Supervisors

Practicum supervisors must be suitably qualified to deliver the service that they are supervising individuals for. Supervisors for face-to-face delivery of exercise hours must be trained in exercise prescription. Supervisors are required to sign evidence of completion (such

as in record of student engagement forms) within two months of students completing the placement activities.

**80 hours of supervision must be by one or more of the following:**

- Accredited Exercise Scientist
- Accredited Exercise Physiologist
- Accredited Sports Scientist
- An individual with an AQF level 7 (Bachelor degree) in exercise and sports science or exercise physiology
- An AQF level 7 (Bachelor degree) qualified physical education teacher with a major in physical education. Note: The practicum must be completed in a school setting

#### **2.4.1 Co-supervision**

The remaining 60 hours in areas aligned with the [Exercise Science Standards](#) may be solely supervised by Professionals that are qualified (recognised or endorsed by a regulating authority eg. Cert IV personal trainer, ASCA Level II or III, qualified Sports Coach) and experienced relative to the activity they are supervising may supervise. These Exercise Professionals may also undertake a role of **co-supervising** students for the 80 hours in exercise assessment, prescription and delivery. However, there must be strategies in place for effective oversight supervision by an individual who is qualified to supervise the exercise prescription hours as specified above, to ensure that client safety is achieved.

#### **2.4.2 Oversight Supervision**

Effective oversight is considered to be constant communication and information sharing between professionals and where student experience is the primary focus. It is the responsibility of the education provider and practicum coordinator to arrange or provide a suitably qualified individual for oversight supervision. Where oversight supervision is being provided, ensuring client safety must be a priority and needs to be a primary consideration in developing a supervision plan. The oversight supervision must be arranged by the practicum coordinator, and the oversight plan must also be approved by the practicum coordinator.

The oversight requires engagement with the external exercise professional whom is considered the 'oversight supervisor' (this may include another practitioner, the practicum coordinator or another suitable employee of the education provider). It also requires engagement with the 'direct supervisor' who is overseeing the activity with the student. There **must be direct contact with the student** such that all involved have a comprehensive understanding of what activities are being delivered and what the student's experience has been.

**NOTE! There are unit grade penalties that apply for late submission of practicum paperwork – see your unit outline.**

### 3. Practicum Logbooks

**Purpose: 1.** *To serve as a record of practical work-experience hours and fulfil course requirements of ESSA.*

**Purpose 2.** *To demonstrate your competency and the application of Exercise Science theory to practice (Record rough notes on prac - daily).*

You need to fill in your activities in the spaces provided in the logbook template **provided to you**. Your Logbook needs to be filled in **every day** you are on placement and will be checked after 40 hours (Interim Logbook) to assess for quality and correct activities.

- **You must upload your Interim logbook by Friday 4pm week 5 (5% of overall grade).**
- **You must upload your final logbook (including minor practicum site hours) by Friday 4pm week 13 (15% of overall grade).**
- The logbooks are assessed by the unit coordination team for appropriate activities, correct categorisation, thoroughness, grammar, use of appropriate professional language and timely submission by the due date.

Make sure you have filled in and signed the Logbook Assignment Cover Sheet that declares the work is your own and asks you to show how many hours you logged at your prac site/s; otherwise your logbook and diary will not be considered.

#### 3.1 How To Write a Good Logbook Entry

Logbooks must clearly demonstrate the following:

- **Date of each Service.**
- **Time:** The breakdown of hours allocated to each separate activity in each category (Exercise Assessment/Prescription/Delivery, or “Other” tasks related to the AES scope).
- **Client / Description:** Case description including age (or age range if a group), gender, primary purpose for seeing the client, any relevant medical history and goals of the session., (eg. female 56 year old, nil medical history. Goal: to improve cardiorespiratory fitness through regular exercise as per ACSM physical activity guidelines).
- **Description of services:** Type of services delivered, including face-to-face, or preparation for face-to face delivery, observation and other, or administrative tasks. Describe what the tasks or exercises included and what were your roles in the session.
- **Supervisor Name:** The name of the supervisor that oversaw the activity
- **University Co-sign** is done after checking of your entries by the PEP Coordinator which confirms the activities are acceptable and correct.

#### **Practicum can be logged per:**

- individual session (single date, hours taken, description of activities)
- individual client/group consult (single date, hours taken, etc, if same individual or group is seen on an ongoing basis)
- per work task with different clients/groups, if the same task is completed repetitively on the same day (e.g. For similar client group). This is acceptable if sufficient detail is provided about the individual tasks, specific modifications that were required for clients and your role in the sessions. The description of services must reflect the time. For example, if an eight hour block is logged, the description should reflect what happened across that time period and must include a breakdown of the hours, i.e. the amount of face-to-face, preparation and administration hours. A key must be provided if abbreviations are used.
- You may “bulk” the hours of a repeat task as long as sufficient detail is included for the tasks. (eg. Repeat training sessions to the same person or group, list every date delivered, note any changes that occurred from session to session).

Examples on how to complete your logbook entries are available on MyLo and the [Exercise & Sports Science Australia \(ESSA\) webpage](#). **You are required to submit the your logbook for auditing via online submission.**

## **4. Record of Engagement**

One ESSA “[Record of Engagement](#)” form needs to be filled out by you and the site supervisor for every practicum site you are allocated and any minor site you complete practicum at e.g. AGFEST, Launceston 10/ Burnie 10. The reflection of tasks can be taken from your logbook and reflection entries. **Hours on the Record of Engagement form must**

**match hours claimed in your logbook.** It is a requirement of ESSA that Record of Engagement forms are filled out and signed off **within 1 month** of the work performed. Your logbook will be co-signed by the PEP Coordinator (or Unit Coordinator) who will confirm your entries and activities with the prac supervisor. Examples on how to complete your record of engagement form can be found here:

[https://www.essa.org.au/Public/APPLY\\_NOW/Templates\\_Example\\_Supervisor\\_Forms\\_and\\_Logbooks\\_and\\_Practicum\\_Guides.aspx](https://www.essa.org.au/Public/APPLY_NOW/Templates_Example_Supervisor_Forms_and_Logbooks_and_Practicum_Guides.aspx)

**You are required to submit your engagement forms online for review by Friday 4pm week 13.**

## 5. Reflection Diary

**Purpose: 1.** *To serve as a reflective account of the learning activities and challenges encountered during PEP placement. (Record notes daily).*

**Purpose 2.** *To think back (reflect) on what you learned or experienced during the week.*

We don't learn only by "doing" but also by **reflecting** on what we do. Self-evaluation is a very important feature in developing professional competence in the work setting. For this diary, you need to think about the skills and knowledge that were required during the past week/month compared to the skills and knowledge you currently possess - not just academic skills/knowledge but interpersonal skills, problem-solving skills, critical thinking skills, 'common sense', actions and reactions: "life skills". Important to note that the reflection diary **is not a list of tasks** (this is for your logbook) or whether you enjoyed the tasks or not, but a personal account of the highs and lows, the challenges, how you handled the various situations of your PEP and what you might do differently next time, now that you know more.

You will follow the **S.T.A.R** principle to ensure your reflection diary entries include information relevant to **Situation**, **Task**, **Action**, and **Response**. For the **situation**, briefly describe the background information of the experience. For the **task**, explain the task, any expectations or requirements you had; for **action**, detail what you did and what competencies and skills were required to deal with the task; and for **response**, indicate the outcome of the situation and what you learned from the experience.

You are required to write **2** different STAR reflection entries **per week** of prac (fulltime) or **1** different STAR reflection per week of prac (part time), **totalling 12 entries**. Each entry should be a minimum of **300 words**. **You must use the template provided to you. Your reflection diary is worth 40% of your overall grade.**

**Weekly reflection entries are due by Friday 4pm each week you are on prac. Late submission will incur a 5% grade penalty. Your final reflection entry is due Friday 4pm week 13.**

## 5.1 How To Write a Good Reflection Entry

**Think about the following questions:**

1. When during the week did you feel on top of things i.e. felt comfortable with what you were doing or with whom you were working? Why?
2. When during the week did you feel out of your depth; uncomfortable, unsure of yourself? Why? What do you need to do/accomplish to feel more comfortable in this situation?
3. What did your supervisor or co-workers do/say that you found most helpful and why?
4. What did your supervisor or co-workers do that you found puzzling and why?
5. When during the week did you feel most challenged and why?
6. What surprised you and why? – This could be something someone did, your reaction to a situation, something that was new to you, something you actually knew when, you thought you didn't.
7. What did you discover about yourself?

You may not be able to address all these questions on a regular basis but at least try and note down in your diary one positive experience and one negative experience each day.

## 6 Site project

You will complete 2 site projects as part of this unit, a major and minor site project.

## 6.1 Major Practicum Site Project

In the first week of your prac, you should liaise closely with your site supervisor/s to come up with a project that is advantageous to you and the site. **An ideal project is one that helps the day to day operations of the site and provides you with a tangible document for your 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.

**If you have been assigned two major practicum sites, you will complete your major practicum site project at the site you complete the majority of your major hours with.**

**Your major site project will contribute 20% to your overall grade. Your major site supervisor will provide feedback to assess 15% while the course coordinator will provide feedback to assess the remaining 5%. Your major site project is due Friday 4pm week 13.**

## 6.2 Minor Practicum Site Project

You will participate in the coaching and training of “apparently healthy” UTAS staff and/or students planning to compete in the Launceston/Burnie 10 (or just to improve general fitness). Work undertaken will include: pre + post training fitness assessment (2 hours each, exercise and medical history, and risk stratification, basic fitness and body composition testing) and group exercise prescription and delivery over 6 weeks (8-12 face-to-face training sessions (2 hours)). **You will work in groups, however your grade will be determined individually,** to conduct the pre + post assessments (including providing written results reports to your assigned participants), to develop training plans for planned delivery of specified training sessions and to deliver specified training sessions.

**The minor practicum project is worth 20% of your final grade, which is made up of 3 parts. You will submit up to 8 written training plans online which will contribute 5% to your overall grade. The reports you provide to the client after the pre + post training**

fitness assessments will contribute 5% to your overall grade. Your delivery, skills and management of the pre + post training fitness assessments and specified training sessions will be assessed by the site supervisor using the following form:

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

**Attendance both the pre and post training fitness assessments as well as 80% of the training sessions is compulsory.** Please see the unit outline for dates and times of the pre + post assessments and training sessions. Additional details regarding what you will be required to do as part of the pre + post assessments and training sessions will be provided to you in the weeks leading up to the group training.

**Hours spent on Launceston/Burnie 10 activities are to be recorded in your logbook and you will need to complete an engagement form for this minor practicum site.**

## 7 Interim and Final Competency Assessments

There are two formal assessments undertaken by Supervisors during your external PEP. The *Interim* and *Final Competency Assessments* act as indicators of the abilities expected of you while on PEP. Each form has identical assessment criteria and are located here:

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

The first, ***Interim Competency Assessment***, is undertaken at **~40 hours** of PEP. Therefore the **interim competency assessment is due by Friday 4pm week 5.**

The ***Final Competency Assessment***, is undertaken in the last week of your PEP at your major practicum site and is **due by Friday 4pm of week 13.**

**Students must achieve a “competent” or higher rating in all relevant criteria in the Final Competency Assessment to pass the unit.** The responsibility for passing the *Final Competency Assessment* is on **you** and in collaboration with your site Supervisor, you will work toward achieving a minimum rating “PASS” rating in all relevant criteria by the final assessment. The Supervisor will assist in this by identifying any performance deficits in

certain competencies early (often picked up in the *Interim Assessment*) and guiding your progress with specific strategies to improve performance.

The competency assessment forms should be completed by your main Supervisor or other qualified day-to-day staff member who is chiefly responsible for you.

**It is your responsibility to provide your supervisor with the link to the *Competency Assessment form*.**

## 8 Expectations of Practicum Students

### 8.1 Safety in Practice Requirements

It is a requirement of the Faculty of Health that all students who are required to undertake PEP as part of their course, must meet the 'safety in practice' pre-PEP conditions determined by legislative, University policy and professional body requirements. Please read the [Safety in Practice Student Compliance Procedures document](#) for more information.

**Before beginning any placement you must have completed the Safety-in-Practice requirements and be deemed fully compliant by the PEP team.** All of these documents are to be handed in (personally or in their dropbox) to the Faculty of Health PEP admin team, located in J block.

1. [The safety in practice form and declaration](#)
2. [The Student Immunisation Record form](#) – all “mandatory” sections
3. Provide an original copy of a [National Police Check](#) (must be through TAS police or Fit to Work)
4. Provide a copy of your [Working with Children / Vulnerable People](#) card
5. Provide a copy of your current First Aid and CPR qualification

### 8.2 Risk Management

The University of Tasmania’s student insurance program provides public liability and personal accident cover for SHS students participating in PEPs. Health care agencies have obligations

to students under the Work Health and Safety Act 2012. Students on placement should act in accordance with the individual agency's workplace policy and procedure in the event of an accident or injury occurring. Please note, as you are insured by the university to undertake PEP, you are **not** covered under any workers compensation schemes of the PEP site.

If you have an accident, injury or reportable near-miss whilst on practicum, the PEP Coordinator should be contacted with the details as soon as possible who will determine if a report should be lodged. More information can be found in the "[PEP Risk Management Procedure](#)".

You are also required to read and be familiar with the and the [College of Health and Medicine Code of Professional and Ethical Conduct](#) and the [ESSA Code of Professional and Ethical Practice](#) for AEPs. As a general rule, treat each placement as if it was your job and the site supervisors are your boss.

The following provides a brief outline of what is expected of you whilst on PEP:

- be punctual, reliable, professional and respectful to all stakeholders at the PEP site.
- 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 Science shirt (unless the site requests otherwise) and will wear a name badge identifying them as a student at all times. The Supervisor is informed that they may direct you in appropriate clothing for their work site.
- abide by the PEP site's policies and procedures
- collaboratively decide on how you will conduct your hours
- ensure that any observational work undertaken is "active" rather than "passive" (i.e. you are encouraged to take notes and list questions during observations)
- Offer assistance in additional duties as appropriate, i.e. demonstrate initiative
- ensure that any work assigned by your PEP Supervisor is completed thoroughly, professionally, and is timely in its delivery
- be thoroughly aware of the specific requirements and timing of PEP unit assessments (e.g. **the exact competencies expected of you as detailed in the Competency Assessment forms**, and the **times** you must arrange for these to be completed by the Supervisor and handed back to the PEP Coordinator for grading)
- prepare in advance for the particular worksite, or client, as necessary
- respect the skills and knowledge of others
- be receptive to furthering your knowledge and skills (regularly ask for feedback on your performance)
- provide Supervisors with details of any work experience or qualifications you have that are relevant to the profession. The Supervisor will be provided with details of the core units of the BExSci in the *Supervisor Guidelines*, but **you** will need to provide specific information

regarding any electives studied, or any other relevant information regarding your current skills or competency attainment.

- ensure that you have been taken through a thorough induction process at your PEP site, including the organisation's specific workplace health & safety practices, including fire and emergency evacuation plans
- Attend meetings and off-site work where requested by the PEP supervisor
- List questions that you would like answered over the course of the PEP
- ensure that you discuss with the Supervisor the expectations the Supervisor has of you and list the goals you mutually want to achieve by the end of the placement

## 8.3 Social Media Guidelines

The University has strict Social Media Guidelines for staff and students engaging in online communication via:

1. Services that are centrally managed and supported by UTAS.
2. Services that are not centrally managed and supported by UTAS.
3. External social media services or applications.

All UTAS staff and students should read and clearly understand the Social Media Guidelines prior to engaging in online communication.

### 8.3.1 Hints for Using Social Media

1. **Personal use of external social networking services:**
  - Content published on external social networking services in a private capacity by UTAS staff and students may be publically available on a permanent basis. Users therefore need to clearly indicate that the contribution is as a private individual and not as a representative of UTAS.
  - Always remember that, once content is published online, no control can be exercised over how this content is used or modified or where it may become available.
2. **Responsible practice:**
  - Being impartial and professional.
  - Participating and editing other contributor's work with respect and sensitivity.
  - Signing and dating contributions and edits.
  - Protecting personal privacy and that of others by not including identifiable personal information (such as full names, email addresses, private addresses or phone numbers).
  - Being positive, polite and giving constructive feedback to other contributors.
  - Keeping comments relevant to the issues currently being discussed.
  - Saving contributions and edits in format and/or location before posting, in case of technical glitches.

- Using inclusive language.

**3. Irresponsible practice:**

- Deleting or damaging the contributions of others.
- Infringing copyright or intellectual property rights.
- Posting confidential or proprietary information.
- Using insulting, provocative or hateful language or posting offensive, obscene, inflammatory, demeaning, defamatory, threatening or libellous comments.
- Pretending to be someone else when posting comments and content.

## **9 The roles of the academic unit**

- Prior to your first placement, the PEP admin team will contact the site supervisor to: (a) provide documentation, and (b) to ensure that the Supervisor has received details regarding a student's knowledge, current skill competency, relevant experience and qualifications, and academic commitments.
- During the PEP period, supervisors and students can expect at least one contact (phone or email as preferred) from a PEP fieldwork representative/PEP Coordinator per semester. The purpose of this is to ensure your and the supervisors' needs are being met, and there are no issues that need resolving regarding your placement, or the PEP documentation.
- Supervisors can expect a minimum of one site visit per year (with a minimum of one site-visit every two years for remote placements) from the PEP fieldwork representative/PEP Coordinator to discuss issues relevant to PEP placements.

## 10 Responsibilities of the practicum 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

## 11 The role of a supervisor

PEP Supervisors play an essential role in the development of pre-service Exercise Scientists (i.e. you, the student) which enhances your professional and 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.

### 11.1 Effective Supervision

An effective Supervisor typically assists a 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 in order to support the student's confidence (recognising that students may be balancing a number of responsibilities throughout the practicum)
- 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

## 11.2 Student and Supervisor Fears and Expectations

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

### **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

### **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.

## 12 Support for Students while on placement

If you find you are struggling, for personal or professional reasons, or are concerned about not achieving a “competent” rating from your site Supervisor during your assessments, we encourage you to immediately discuss your concerns with your site supervisor to develop strategies to help you improve. Please also contact the PEP Coordinator or Unit Coordinator at any time to discuss any concerns and discuss strategies to improve your performance and skills. If it is collaboratively determined (i.e. between yourself, the site Supervisor and PEP Unit staff) that you require specific support, a *Student Communication and Support Plan* will be developed to overcome any potential problems. These plans detail the areas of concern, how the student plan to commit to addressing the issues, and the consequences of a student not meeting the requirements. You may also access [UTAS personal counsellors](#) to talk through your concerns.

## 13 Dispute resolution and handling grievances

According to UTas policies, students may lodge a complaint without fear of disadvantage. All guidelines and procedures relating to work health and safety while on placement are on the [PEP website](#). While you are encouraged to attempt to resolve complaints informally between your Supervisor and the PEP unit staff, there are formal procedures at UTAS for handling disputes and grievances. In the first instance you are to report the complaint to the PEP Coordinator **in writing** as soon as possible after the incident and express your wish to have the complaint dealt with formally. The following link has information on how to lodge a formal complaint: <http://www.utas.edu.au/governance-legal/student-complaints/ordinance,-rules--and--policies>

## 14 Student absence from PEP

Any day(s) of absence for compassionate reasons or illness must be notified to the Site Supervisor by phone (or a message left if they cannot be located) 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 PEP is considered a lack of professional behaviour, which may result in failure of the unit, via the Competency Assessment tools. Please ensure you notify your Site Supervisor if you know you will be absent from an agreed practicum session. “Catch up time” for lost PEP hours due to absence may not be possible due to pre-arranged PEP durations as set out in the “Student PEP Plan” at the start of the placement. Discuss the possibility of “catch up time” with the PEP Coordinator.

## 15 What to do during quiet times on Practicum

If for whatever reason, you are restricted for face-to-face client contact whilst on PEP, then one of the following activities are recommended to be pursued in conjunction with your site Supervisor. In accordance with the ESSA requirements for PEP hours “quiet time” tasks are expected to relate to exercise service delivery or relevant administration tasks, for example:

- research and report on current evidence-based practice into exercise and sports science issues/topics relevant to the work site (~ 800 to 1000 words)
- develop an innovative hypothetical 6-week exercise program specific to an “apparently healthy” target population (i.e. overweight/obesity) relevant 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)
- analyse data including analysis of assessments before and after exercise interventions
- prepare and participate in case meetings and case conferencing
- use client management software (i.e. record keeping and data entry)
- billing – learn about Medicare, WorkCover, and health funds

In addition, during quiet times you may also work on your “**site project**” assessment task



School of Health Sciences

## Assignment Cover Sheet

Student name: \_\_\_\_\_ Student number: \_\_\_\_\_

### Practicum in Exercise Science (Healthy Hours)

I declare that all material in this assignment is my own work except where there is clear acknowledgement or reference to the work of others. I am aware that my assignment may be submitted to plagiarism detection software, and might be retained on its database. I have read the University statement on Academic Misconduct (Plagiarism) on the University website at [www.utas.edu.au/plagiarism](http://www.utas.edu.au/plagiarism) or in the Student Information Handbook.

Signed..... Date .....

Notes to, or from your assessor:

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# Logbook Cover Sheet

## CXA327 Practicum in Exercise Science



UNIVERSITY of  
TASMANIA

SCHOOL OF HEALTH SCIENCES

### Placement Details

Student name		
Student number		
	<b>Placement site/s</b> <i>List ALL sites where hours were logged</i>	<b>Hours logged at each site</b>
1.		
2.		
3.		
4.		
5.		
<b>TOTAL HOURS SUBMITTED</b>		

*I declare that all hours claimed are a true and accurate record of my actual hours performed.*

*I am aware that my submission will be checked and my site supervisor may be contacted to corroborate logbook claims if required.*

*I have read the University statement on Academic Misconduct (Plagiarism) on the University website at [www.utas.edu.au/plagiarism](http://www.utas.edu.au/plagiarism) or in the Student Information Handbook.*

Signed..... Date .....

Hours Checked: \_\_\_\_\_

## Appendix 2 - Application for Extension or Missed Assessment

School of Health Sciences



Student Name: .....

Student Number.....

Phone Number/Email Address.....

Unit Code & Name: .....

Title of Assessment Item: .....

Date Due: .....

Requested Submission Date.....

Reason for Request.....

.....

.....

Student Signature .....

**This form must be either (1) submitted to your lecturer at least 3 working days prior to the due date; or (2) if absence is due to illness, submitted to the unit coordinator with accompanying medical certificate, as soon as you return to studies.**

**YOU MUST ATTACH THIS FORM TO THE ASSIGNMENT when it is handed in.**

**DO NOT ATTACH THIS FORM TO YOUR ASSIGNMENT UNLESS IT HAS BEEN APPROVED BY THE UNIT COORDINATOR.**

### Application approved / not approved:

Unit coordinator (name):.....

Approved submission date: .....

Date of approval: .....

Unit coordinator (signature):.....