



53J: Bachelor of Exercise Science and Sport Science

CXA327: Professional Experience in Exercise and Sport Science

♦ **Student Guide 2023** ♦

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1. Guide for the Student

1.1 What is Practicum?

Practicum, or Professional Experience Placement (PEP) is a form of “*Work Integrated Learning*” (WIL) and is an integral part of your degree that allows you to integrate the knowledge and skills learned during your degree within exercise industry environments. The unit must be completed by all students enrolled in the Bachelor of Exercise and Sports Science in their third year of study.

1.2 Why am I doing Practicum?

Immersing yourself in your placements allows you to:

- Learn about the future professions you might like to be employed in
- Practice interacting professionally with your physical workplace environments to plan, organise, and carry out a sequence of learned (during previous units), but unfamiliar actions, and to deliver, and lead the activities you need and want to do
- Have the opportunity to unify and apply knowledge and skills you have attained throughout your studies and to demonstrate competency to practise in the community and accrue hours that are essential to pass the unit (and also if you plan to apply for Exercise Science accreditation with ESSA).

1.3 Unit requirements for students undertaking Practicum

1. Complete all [Safety in Practice](#) requirements enrol in the unit prior to undertaking any practicum hours
2. Undertake minimum 12 weeks of part-time placements, accruing a minimum 140 hours of appropriate PEP activities across all placements
 - a. Weeks 1-8 Internal-UTAS campus-based Community Health and Wellness practicum activities
 - b. Weeks 2-12 External-Industry-based placement/s
3. Supervisor Assessments: (An *Interim* from every site, and 1 x *Final* from your external)
4. ESSA Student Record of Engagement forms (at the end of placement - one for each site you are allocated to)
5. Timesheets that track your practicum hours (daily entries throughout placement)
6. A professional portfolio that compiles:
 - a. Competency Evidence
 - b. Performance Reflections (weekly entries)
 - c. A post-graduate Professional Development Plan

7. A Case-Based Assignment that presents your work overtime with a single client (or group / team) as related to your practicum circumstances)
8. A PEP Learning Contract (done at the beginning - one for each placement site – which details specific learning goals you want to achieve, and the expected hours and dates of attendance for the placement).

2. Unit Requirements for Students

2.1 13 weeks part-time placement to reach 140 Hours of Experience (minimum)

Exercise and Sports Science Australia (ESSA) administers the National membership and accreditation programs for Exercise Scientists and Exercise Physiologists. The activities and assessments of the Professional Placement in Exercise & Sport 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 professional practice in an approved industry settings 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. These must encompass:
- At least 80 hours demonstrating the attainment of competency in exercise assessment, prescription and delivery (known as the “80-Exercise Assessment Delivery and Prescription hours”). 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 (known as the 60- “Other” hours).
- Please be aware that you may need to complete placement at more than one external agency to ensure you attain the required types and number of hours. Sometimes 1 placement site alone cannot always provide required types/number of hours due to the nature or timing of the business, or sporting code activities.
- Students must table evidence of suitable practicum activities and hours for each category in their timesheet.
- Students must have an ESSA “Record of Student Engagement” form completed for each placement site. Students must complete the first section themselves and have their supervisor complete and sign the second section. Engagement forms must be completed within 1 month of students completing placement hours at each site and be submitted by the due dates as outlined in the Unit Outline. This document is co-signed by the Unit Coordinator.

2.2 Examples of Practicum Activities

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

- Conduct client assessments
- Exercise prescription
- Conducting warmups / 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 / anthropometrics 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 (“Other”) hours** of the practicum in **areas that reflects the [Exercise Science Standards](#)**.

- Coaching (from community members to elite level athletes, for both individuals or teams)
- Sports first aid
- Sports trainer
- Match/performance analysis (including GPS tracking or match filming for player review)
- Education/health promotion
- 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

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

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

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

Claiming Hours for “Observation” While on Practicum:

While *observation* can be a valuable learning tool in developing early practitioner skills, to be claimed as practicum hours, it must be an **active, involved, engaged, and meaningful learning activity**. “*Active Observation*” can be claimed where you have taken your own SOAP notes during a session, written questions, then debriefed with your supervisor afterwards and discussed your questions. Where you are **passive** in observing a session or activity (e.g. not doing anything but watching – as may happen in the first few days on placement), it should **not** be included as logged practicum hours. Any logged observation must be described as “**active observation**” and entries should clearly show how the activity assisted you toward demonstrating competency across the ES standards and should be as active (e.g., assisting and engaging) as possible.

2.3 How do I accrue my minimum 140 hours?

Practicum opportunities are split into two general categories:

- UTAS – Internal Hours** which will consist of 40 -60 hours (no max) coming from internal placements as UTAS such as the Personal Training program or other approved UTAS activities during Weeks 1 - 8, plus any other approved opportunities that arise such as Surfing TAS, UTAS Rowing, AGFEST, school engagement activities, Launceston Cycling Festival etc. You will be required to submit one ESSA record of engagement (RoE) form for every separate UTAS-based activity you work on. If you have the same supervisor for different UTAS activities, you can list the activities on one RoE document.

Follow the Hours Claiming Guide Below to write up your timesheet activities for Block 1:

Block 1 – UTAS-Internal Placement Personal Training Program Logging Guide

NOTE: The tasks in this table can be logged under the “80-Exercise Assessment, Prescription and Delivery” column in your timesheet on PebblePad. Use headings in your “activities” column and briefly describe what you did for each task.

Exercise Assessment, Prescription and Delivery Hours				
Component *Timing*	Activity	Delivery	Student Located	Claimable Time (Maximum)
Pre-screen (APSS / SOAP) *prior to or in Week 1*	Stage 1 Screen should be done in advance by each client 30 mins to evaluate pre-screen results, research any conditions, discuss with supervisor if needed	At home / F2F In Person	On campus – or off campus	=30 mins per client
Simulated Practicum Workshops *Week 1*	-describe the activities you did, and the case client information	F2F In Person	On campus (E014)	
Initial Assessment consultation *Week 2*	-prepare and set up for Initial consult -deliver initial consult - de-brief, review and analyse results	F2F In Person	C001 or E014 as booked with Unit Coordinator (UC)	-30 mins set up -45-60 mins consult -30 min debrief and pack away - per client =120 mins max mins per client (2 hrs)
Draft initial exercise prescription *Week 2*	Plan and write (using Physiotec or Physitrack) the initial (first week) gym-based exercise prescription asap after your initial consult. Email draft to the UC for feedback before finalising & printing ready for Week 3 delivery	Self-guided	On or off campus	= 90 mins max per client (1.5 hrs)
Practice delivery - Initial Exercise Prescription	To get a feel for your prescription, ensure it is appropriate for your client, ensure the timing is right (45 mins max of F2F client time) practice coaching and	Self-guided	On campus (E014)	- 15 min setup - 45 mins program delivery

Exercise Assessment, Prescription and Delivery Hours				
Component *Timing*	Activity	Delivery	Student Located	Claimable Time (Maximum)
Week 2 or 3 (Any time prior to first client exercise session)	Cueing techniques, you will set up and undertake a full run through of your initial gym program/s, ideally coached by a peer (class mate). Program supervision, undertaking a practice run of your prescription, and a post exercise peer-led feedback session is claimable under “exercise delivery”.			-15 mins pack away and peer feedback session =75 mins max per program delivery
Initial Assessment report *Week 3*	Draft a professional initial assessment report on your choice of provided template (on MyLO). Seek (via email) and incorporate supervisor feedback into draft report Email final report to supervisor Email final approved report to client	Self-guided	On or off campus	= 120 mins max per client (2 hrs)
Exercise Delivery 1-1 sessions with client *Weeks 3-8* Exact timing as booked with UC	- prepare space and equipment for exercise. - deliver program to client - supervisor de-brief, case noting, clean and pack away	Face to Face	On campus (E014)	-30 mins prepare & set up max -60 mins delivery max -30 mins debrief, clean and pack away max -per client = 120 mins max per delivery session (2 hrs)
Exercise prescription Reviews *As often as required for	-Update exercise prescription for progressions or regressions -email to supervisor for approval	Self-guided	On or off campus	60 mins maximum per exercise prescription review per client

Exercise Assessment, Prescription and Delivery Hours				
Component *Timing*	Activity	Delivery	Student Located	Claimable Time (Maximum)
client situation*				
Transition to Home / Work exercise prescription *~Week 6- 7* As arranged with UC and client	-draft transition home / work exercise program as suits client -email draft to supervisor -incorporate any feedback and finalise prescription -explain and demonstrate transition program to client in Week 7 or 8 (or via email / zoom as suits circumstances) - email client final transition program	Self-guided	On or off campus	120 mins maximum per client (2 hrs)
Final Review Exercise Assessment Session *Week 8*	-Prepare consult and gym space / equipment for consult -Deliver consult -Debrief with supervisor, discuss and interpret results	Face to Face	On campus (E014)	-30 min preparation -60 mins consult delivery (max) -30 min de- brief -Per client = 120 mins max per client (2 hrs)
Final Report showing changes/ ongoing goals and support offered *Week 8-9*	On provided template draft, seek approval from your supervisor on your draft, finalise final report. Email final-approved report to client, cc to supervisor	Self-Guided	On or off campus	2 hours per client

Exercise Science “Simulated Practicum” Hours

NOTE: Up to 15 “Simulated” practicum hours can be claimed overall. These tasks below can be claimed under the 80 Exercise assessment, prescription, and delivery hours column in your timesheet. See the **CXA327 Practicum Workbook** on MyLO.

Component *Timing*	Activity	Delivery	Student Located	Claimable Time
Any time: Simulated Practicum – using your Exercise Science skills with case study clients	Following the “CXA327- <i>Exercise Science F2F Practicum Skills Workbook</i> ” procedures on MyLO	Self- guided	F2F in C001 or Exercise Clinic as booked	Timing and logging as per Skills Practice Workbook

Exercise Science “Practicum Project” Hours

NOTE: The **majority** of the tasks related to the development of Practicum Project work must be logged under the “**60-OTHER**” hours column in your logbook. See a list of suggested practicum projects in the **Practicum Skills Workbook** on MyLO for more information.

“Other” Hours				
Component *Timing*	Activity	Delivery	Student Located	Claimable Time
Any time: Exercise Science Project Development Work	Pick a project of interest in the “CXA327- <i>Exercise Science F2F Practicum Skills Workbook</i> ” on MyLO	Self- guided	On or off campus	Claim as per Project Guide
Exercise Science Project Delivery Work	Present (Record and upload to MyLO discussion board) your project and answer audience questions posted. Timing for a F2F delivery is negotiated with the Unit Coordinator.	Self- Guided + Unit Coordinat or	On or off campus	Claim actual time spent on recording your project presentation, uploading, and answering questions

The remainder of your placement hours will be logged at:

- b. Industry-External Hours** which will consist of ~110 or more hours from working at one, or more allocated industry partner-agency (external workplaces) across semester weeks 2 to 12. The Industry-External placement can be split into two or more 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 you

3. Practicum Timesheets

Purpose: 1. *To serve as a record of your practical work experience activities and hours*

Purpose 2. *To assist you in tracking and writing about your experiences to undertake other unit tasks (e.g., your performance reflection and record of engagement forms)*

You need to fill in your activities in the spaces provided in the **PebblePad** timesheet tab. Your Timesheet needs to be filled in **every day** you are on placement and will be checked by the unit coordinator after ~40 hours to assess for quality and correct activities being logged. Use a separate timesheet for every site you are allocated to. Tally each timesheet into your final totals tab.

- **Your Pebble Pad Timesheets will be locked for editing after the final unit assessment hand in date and time. See you Unit Outline for more detail.**

3.1 How to Write a Good Timesheet Entry

Timesheets must clearly demonstrate the following:

- **Date of each Service.**
- **Time:** The breakdown of minutes and hours allocated to each separate activity in each category (Exercise Assessment/Prescription/Delivery, or “Other” tasks related to the AES scope).
- **Client / Description:** Brief 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., (e.g. female 56 year-old, nil medical hx. Goal: to improve cardiorespiratory fitness through regular exercise as per physical activity guidelines).
- **Description of services:** Type of services delivered, you should specify whether the activity was **face-to-face**, or **preparation** for face-to face delivery, **observation** and **“other”**, or related administrative / client communication tasks. Describe what the tasks or exercises included and what were your roles in the activity.

4. Practicum

You will undertake placement on two part-time blocks during the unit. 1) Internal-UTAS, and 2) External-Industry. Minimum of 140 hours practicum must be accrued during appropriate activities related to Exercise Science Professional Standards.

“Practicum” assessment tasks are pass/fail (unit Hurdle Tasks) to ensure quality completion of practicum competency evidence and to ensure the student’s safety to practice in the community.

4.1 Interim and Final Supervisor Assessments

There are three formal assessments of competency undertaken by Supervisors during your Practicum Unit. The *Interim* and *Final Supervisor Assessments* act as indicators of the minimum standard skills and behaviours expected of you while on placement. Each assessment form has identical assessment criteria and are located here: <http://www.utas.edu.au/health/professional-experience-placement/supervisors/exercise-science-practicum-competency-assessment>

This Supervisor Assessment link is also on MyLO under Assessment & Resources.

Your supervisor is given a **unique code** to input into the form to ensure security to undertake this assessment, but you are able to copy and send the link to your supervisor as a reminder well before your assessments are due. When the supervisor completes, and presses “submit” on the web-form, the results are sent directly to the Unit Coordinator. You will be emailed a copy for your feedback and implementation of improvement strategies, where relevant.

The ***Interim Supervisor Assessment***, is undertaken at **~40 hours** of work on Blocks 1 and 2. The ***Final Supervisor Assessment***, is undertaken in the last week of your Block 2 External-Industry placement, usually only at your **major** practicum site (where you have spent over or equal to 80 hours of work) with due dates specified in your unit outline.

You must achieve a “PASS” or higher rating in all relevant criteria in the Final Supervisor Assessment to pass the unit. The responsibility for passing the *Final Supervisor Assessment* is on **you** and in collaboration with your supervisor, you will work toward achieving a minimum “PASS” rating in all relevant criteria by the final assessment. Your Supervisor will assist in this by identifying any early safety, behavioural, skill, knowledge or performance issues in certain competencies early (picked up in the *Interim Assessment*) and guiding your progress with specific strategies to improve performance. You need to check in with your supervisor **regularly** to ensure any areas of concern in the Interim are clearly improving in the lead up to the final assessment. If there any concerns about your ability to pass the final assessment you should contact the Unit coordinator, or Fieldwork Coordinator immediately for support.

The Supervisor Assessment forms should be completed by your main Supervisor or other qualified day-to-day staff member who is chiefly responsible for overseeing your work.

It is **your** responsibility to provide your supervisor with the link to the ***Supervisor Assessment form*** and request a time to meet to undertake the assessment by the due dates.

4.2. Record of Student Engagement Forms

One ESSA "[Record of Student Engagement](#)" (RoE) form needs to be filled out by you and your main site supervisor for every practicum site you are allocated. The Hours, Activity and Reflection sections of the RoE form can be written by using your Timesheet and Reflection entries. **Hours on the Record of Engagement forms must match hours claimed in your timesheet.** It is a requirement of ESSA that RoE forms are filled out and signed off **within 1 month** of the work performed. Your RoE form will be co-signed by the Unit Coordinator who will confirm your entries as accurate with your practicum supervisor. Examples on how to complete your record of engagement form can be found in the appendix of this document and on the ESSA Website [here](#).

You are required to submit your completed and fully signed-off RoE forms to MyLO by the due dates in your Unit Outline.

5. Professional Portfolio

5.1 Competency Evidence

This task requires you to select and collate evidence in your PebblePad Workbook, that demonstrates how you have met the key criteria required for recognition as an Accredited Exercise Scientist.

You will select evidence that validates your achievement of competency across all areas of exercise science practice, make links to the Professional Attributes from the AES Professional Standards, the Competency Assessment Criteria, and demonstrate how you have met all ULO's.

Your Competency Evidence is worth 25% of your unit grade.

Submission is via your completed PebblePad Workbook. Your Pebble Pad workbook will be locked for editing after the due date and time. See more detail in the assignment instructions and rubric on MyLO.

5.2 Performance Reflection and Professional Development Plan

*The purpose of your regular performance reflections is to serve as a **reflective account** of the learning activities and challenges encountered during Practicum. This will help you to become a life-long-learner and reflective practitioner. You will practice thinking back on your practicum experiences with honesty, self-awareness, and a growth mindset (open to continual learning).*

*****Consider every mistake you make as an asset*****

We don't learn only by "doing" but also by **reflecting** on what we do. Self-evaluation is a very important feature in continuing professional development in the work setting. For this task, you will consider the skills and knowledge that were required during the past weeks compared to the skills and knowledge you currently possess - not just academic skills/knowledge but interpersonal skills, communication skills, time management, critical thinking, clinical reasoning, and problem-solving skills, academic knowledge, 'common sense', actions and reactions: "life skills" and "soft-skills".

It is important to note that a reflection **is not a list of tasks** (this is for your timesheet) or whether you **enjoyed** the tasks or not, but a **personal account of the most impactful highs and lows**, the **challenges and wins**, the **mistakes**, **what you learned from them**, how you **handled the various challenging situations** of your placements and **what you would do differently next time**, now that you know more.

We will use the "DIEP" strategy* of reflective practice to **Describe** (the learning moments and events that were going on at the time), **Interpret** (what insights did you get from the experience), **Evaluate** (how it was useful to improve your future practice) and **Plan** (how you will apply the learning to future or different professional situations).

Each reflection entry needs to describe how the experience helped you work toward the Professional Attributes for Exercise Science. The Professional Attributes are found on page 7 of the [AES Professional Standards \(2020\) document](#) and are the minimum knowledge, skills and behaviours essential for graduates of an ESSA-Accredited Exercise Science degree. The Professional Attributes are included as an Appendix in the Reflection tab in pebble pad for you to refer to when writing your reflections.

If you decide to write about multiple important learning moments that occurred at different placement sites within a single week, use **headings** to clarify sites and descriptions within the entry.

Your Performance Reflection will be compiled in your CXA327 PebblePad Workbook. You will use the specific Reflection tabs to fill in an entry in the specified weeks (roughly fortnightly), on one or more specific situations that occurred during the week. Each entry should adhere to the word limits provided in the template.

You must use the Reflection templates provided to you in PebblePad. Your final Performance Reflection is worth 25% of your overall unit grade.

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 / affirming experience and one challenging / stressful experience each day.

*Another purpose of your Performance Reflections is to identify areas of **strength** as well as areas that **require further improvement** as were pointed out by a supervisor, or that you*

*noticed in your own reflections, and to create a **professional development plan** that describes how you will manage your ongoing learning as you transition into the workforce.*

You will create your post-graduate Professional Development (PD) Plan in the PebblePad workbook. In your PD plan you should identify areas of your practice that are needing improvement or further development, and compile a plan to address these skill or behaviour gaps after graduation, that includes a variety of information sources (e.g.: written explanations, links, flyers, brochures, locations etc) on real-world, reputable education sources, and resources where you could gain extra credentialing, discipline-specific learning, and short courses on the topics you identified as areas needing development.

The PebblePad Workbook will be locked for editing after the due date and time in your Unit Outline. See Performance Reflection & Professional Development Plan Task Description and rubric on MyLO for further details.

6. Case-Based Assignment

During your first three weeks on placement you will choose a single client or a group (e.g. can be your UTAS Personal Training client, or an Industry-based practicum client, athlete, or a sports team, as suits your interests), and you will write case-related documentation throughout the semester, to eventually compile a real-world “In Service” case presentation and rationale, related to initial assessment, treatment planning, exercise interventions chosen, exercise prescription work. Your case report for this client or group will be made up of parts related to your work with the client or team. Your case report assignment will be presented in a live recorded presentation. When recording you can imagine you are delivering your In-Service via “telehealth” which is also a common practice in the health industry.

This assignment is worth 50% of your final grade a link to your recorded presentation will be submitted to MyLO assignment box, and to a discussion board for classmates to view and discuss.

See full details of requirements in the Task Description and Rubric, and submission due date in your unit outline.

7. Expectations of Students on Practicum

You are 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 AES. See “Practicum Documents and Expected Standards” on MyLO

As a general rule, **treat each placement as if it was your job where you are trying to make a good impression, and the site supervisor is your boss.** In fact, your practicum supervisors and unit teaching staff can be powerful members of your professional network when you need a job reference. So keep in mind that during placement, you are building your professional reputation in the industry you want to work in.

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

- be punctual, reliable, professional and respectful to all stakeholders at the placement site.
- Wear the mandated UTAS Ex Sci placement uniform items. Be clean and well-groomed, with neat hair and dress appropriate to your workplace (NEVER sports branded clothing, board shorts, jeans, leggings, thongs, sandals, or singlets). Students are directed to wear your UTAS ID in the supplied clip and holder identifying you 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 placement site’s policies and procedures
- collaboratively decide with your supervisor on your specific learning goals and how you will conduct your hours and submit these to MyLO on your **PEP Learning Contract**.
- ensure that any observational work undertaken is “active” rather than “passive” (i.e. you must take session notes and list questions during all observations)
- Offer assistance to address “gaps” you notice, things that might need doing, or additional duties as appropriate, i.e. **demonstrate your initiative**
- ensure that any work assigned by your Supervisor is completed thoroughly, professionally, and is timely in its delivery. Ask for clarification and confirm your understanding of the task if you do not fully understand
- be thoroughly aware of the specific requirements and timing of unit assessments (e.g., the exact competencies expected of you as detailed in the Supervisor Assessment guide and forms, and the times you must arrange for these to be completed by the Supervisor)
- prepare in advance for the particular worksite, or client, or group, as necessary
- respect the skills and knowledge of others in the workplace

- 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 placement site, including the organisation's specific workplace health & safety practices, including fire and emergency evacuation plans
- Attend meetings and off-site placement where requested by the site supervisor
- List questions that you would like answered over the course of the placement
- 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 – noted in your PEP Learning Contract.

8. Risk Management

The University of Tasmania's student insurance program provides public liability and personal accident cover for SHS students participating in placement activities. Practicum agencies have obligations to students under the Work Health and Safety Act 2012. Students on placement should act in accordance with the individual workplace's policy and procedures in the event of an accident or injury occurring. Please note, as you are insured by the university to undertake placement, you are **not** covered under any workers compensation schemes of the industry worksite. If you have an accident, injury or reportable near-miss whilst on practicum, the Unit 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"](#).

8.1 Stress Management while on Placement

We understand that your final semester is very busy with a lot of competing demands, and this is without factoring in the many other paid work, family, sport, and recreational activities you may have in life! We really do appreciate how stressful it can be and want to encourage you to notice the "yellow flags" of increasing workload stress and take steps to manage your demands to avoid burnout or becoming overwhelmed.

- 1) Speak to your unit coordinator to see how they can help
- 2) See the College's [Stress Management Package](#) for some initial strategies you can take
- 3) To book in for some face-to-face support and personal counselling see the [UTAS Health and Wellbeing](#) page for options

8.2 Support for Students while on placement

If you find you are struggling, for personal or professional reasons, or are concerned about not achieving a "PASS" 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 Unit Coordinator and/or Fieldwork 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 Placement Unit staff) that you require specific support, a *UTAS 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. We encourage you to also access [UTAS personal counsellors](#) to talk through your concerns.

8.3 Dispute resolution and handling grievances

According to UTAS policies, you 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 Practicum 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 Unit Coordinator **in writing** as soon as possible after the incident and express your wish to have the complaint dealt with **formally**. This [link](#) has information on how to lodge a formal complaint.

8.4 Student absence from agreed Practicum Shifts

I can't attend my placement (illness or compassionate reasons) - what do I do?

Any day(s) of absence for illness or compassionate reasons (e.g., a family emergency) must be notified to your placement 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 Supervisor 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 "PEP Learning Contract" at the start of the placement. Discuss the possibility of "catch up time" with the Unit Coordinator

You should notify the university by submitting an absence notification as soon as possible - ideally the night before your attendance. Use this link to submit an absence notification for missing placement: <https://www.utas.edu.au/health/professional-experience-placement/student-information/exercise-science/shs-absence-from-pep>

You should also notify your placement site by emailing (ideally the night before) or phoning the contact number the morning of your shift to explain. For absences of two days or more, you will need a medical certificate from a doctor to verify the reason for your absence.

I have cold symptoms - what do I do?

If you have symptoms of COVID (fever, runny nose, cough, sore/itchy throat, or shortness of breath) - even mild ones you should not come to campus or attend placement.

If you are on UTAS / Internal Placement Advise your Unit Coordinator and any client's that will be affected by your absence by email get a test to ensure you are safe to return to campus when your symptoms clear. Use this link to seek information about a COVID test:

<https://www.coronavirus.tas.gov.au/keeping-yourself-safe/testing-for-covid19>

When you have a result, you should:

Contact the Unit Coordinator es.placements@utas.edu.au

Report a positive test result to the University: [Coronavirus updates | University of Tasmania \(utas.edu.au\)](#)

Further information about COVID testing please see: <https://www.utas.edu.au/safety-and-wellbeing/information-and-documents/risk-topics/covid-safe/health-advice>

8.5 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.

8.5.1 Guidelines for Using Social Media on Placement

1. Personal use of external social networking services:

- You should NEVER be on your phone during rostered practicum shifts unless you are on a recognised break, or you are undertaking an activity as directed by your supervisor, or you are researching something related to an upcoming session.
- Content published on external social networking services in a private capacity by UTAS staff and students may be publicly 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 role of academics in your Practicum Unit

- Prior to the release of your placements to you, the PEP administration 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 placement period, supervisors and students can expect at least one contact (face-to-face, phone, Zoom or email as preferred) from a Fieldwork Coordinator or Unit Coordinator per semester. The purpose of this is to ensure you and the supervisors' needs are being met, and there are no issues that need resolving regarding your placement, or the practicum assessments and documentation.
- You are encouraged to reach out to the relevant staff if you have concerns regarding the unit via the staff contact details in this document.

9.1 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 students have completed the University's pre-placement safe-to-practice processes
- Providing placement supervisors with education and support on supervision of Exercise and Sport Science students.
- Providing placement supervisors with documentation that outlines the expectations for both the placement supervisor and the student, and also the documentation required for assessment of students
- 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.

10. The role of a Practicum Supervisor

Practicum Supervisors play an essential role in the skill 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 student, the placement supervisor, and their workplace.

10.1 Effective Supervision

An effective Supervisor typically assists your progress by:

- making you feel welcome
- ensuring you understand what is expected of you
- creating time to discuss your expectations, concerns, planning, and progress
- respecting that you bring your own knowledge base, skills and preferred learning styles
- providing you with ongoing and timely corrective feedback on observed performance which is in line with the criteria listed in the Competency Assessment forms
- balancing corrective feedback with specifically-directed praise in order to support your confidence in exercise science practice (recognising that you may be balancing a number of responsibilities throughout the practicum block)
- involving you as appropriate, in decision making and problem solving activities
- assisting you to monitor your progress towards your expected competencies
- encouraging you to be self-reflective, recognise your limitations / skill gaps, and seek help and clarity as needed.

10.2 Student and Supervisor Fears and Expectations

When embarking on a new student-supervisor 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.

11. What to do during quiet times on Practicum

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

- Complete simulated activities or projects from your Practicum Skills Workbook (download your Practicum Skills Workbook document on MyLO) and claim hours as directed in this guide
- Undertake a mini research project of use to the site and report on current evidence-based practice into exercise and sports science issues/topics relevant to the work site. There are many examples of suitable mini projects in your Practicum Skills Workbook (~ 800 to 1000 words)
- develop an innovative mock (simulated practicum) 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
- Learn and use client management software (i.e. record keeping and data entry)

- billing – learn about funding schemes used in the worksite, e.g.: private health, NDIS, Medicare, WorkCover, etc.

In addition, during quiet times you may also work on your “**Case Based Assignment**” tasks with hours claimed according to the Assessment Instructions on MyLO.

Appendix 1 - Exercise & Sports Science Australia (ESSA) Useful Links

ESSA Practicum Standards:

https://www.essa.org.au/Public/EDUCATION_PROVIDERS/Practicum.aspx

ESSA Exercise Science Standards (2021):

https://www.essa.org.au/Public/Professional_Standards/The_professional_standards.aspx

ESSA AES Scope of Practice document:

https://www.essa.org.au/Public/Professional_Standards/ESSA_Scope_of_Practice_documents.aspx?WebsiteKey=b4460de9-2eb5-46f1-aeaa-3795ae70c687

ESSA Position statements:

https://www.essa.org.au/Public/Advocacy/Position_Statements/Public/Advocacy/Position_Statements.aspx?hkey=c2c01874-ffdc-4a20-adb9-42e6d3d020a7

Appendix 2 - Example ESSA “Record of Engagement” forms

ESSA

EXERCISE & SPORTS SCIENCE AUSTRALIA

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:	5/2/202X	Date Completed:	6/3/202X

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).

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 (Graduate Attributes 4, 5 and 7). 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 (Graduate Attributes 1-6). 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 (Graduate Attributes 2, 3, 4 5 and 6). 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 full recovered (Graduate Attribute 1, 2, 3, 4, 6, 7). 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 (Graduate Attributes 1, 2, 3). 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 (Graduate Attribute 4). 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 (Graduate Attributes 1, 2, 3, 4, 5). 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 (Graduate Attributes 1, 3,4, 7).

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:	George Simpson

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 <u>after</u> the record of engagement has been signed by the practicum supervisor).	
Coordinator's Name:	Michael Lee
Coordinator's Signature:	<i>Michael B. Lee</i>