



Course: Bachelor of Exercise Science and Sport
Science

***Unit:* Professional Experience in Exercise and Sport Science**

♦ Practicum Supervisor's Guide 2023♦

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1. Your Guide to Hosting a Student on Practicum

1.1 Introduction

We *sincerely* thank you for making this learning opportunity available to our Exercise Science (ES) students and for assisting in the Exercise and Sport Science “Professional Experience Placement” (*also known as “PEP”, or “practicum”*) program at the University of Tasmania (UTAS).

UTAS greatly values your enthusiasm and hard work in engaging with our students and staff, which ensures our students’ learning is authentic, and relevant to current industry needs.

We acknowledge the enormous generosity of time and experience you contribute toward our students’ education, and beyond that, to the varied allied health, sport and exercise professionals they will become.

A student’s practicum experiences shape their development and growth as a future health professional, and they benefit immensely through being able to contribute to the activities of an organisation like yours.

UTAS aims to build sustainable relationships that are based on reciprocity and mutual benefit for our external practicum partners, our students and our unit staff.

1.2 Purpose of these Guidelines

The information provided in this booklet is designed to assist your understanding of what our ES students need in terms of “*supervision*”, “*feedback*” and in “*assessment*”, which means how you determine their competency using the online “competency assessment” tools.

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

1. UTAS Professional Indemnity **Insurance** details for students on placement
2. Exercise & Sports Science Australia (**ESSA**) useful links
3. Example ESSA “***Student Record of Engagement***” form
4. Link to the UTAS College of Health & Medicine PEP **Processes** governing student behaviour and expectations while on placement

5. Link to UTAS **Supervisor Assessment forms** you will use for evaluating and providing constructive corrective feedback on student competency in professional exercise delivery skills and behaviours

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

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

2. Unit Requirements for Students

2.1 Requirements of ESSA

Exercise and Sports Science Australia (ESSA) administers the National professional membership and accreditation requirements for Exercise Scientists, Exercise Physiologists, and Sports Scientists. The various components of this *Professional Experience in Exercise & Sport Science* unit are structured to adhere to ESSA requirements for evidence of practicum activities and hours that align with the Professional Standards for Exercise Science graduates. 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 ES 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 hours must encompass:
- **At least 80 hours must** demonstrate the attainment of competence 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, fitness, well-being, or performance, and not participating in an exercise intervention for the specific treatment and/or management of a clinical condition or injury. However, the services can be focused on the *prevention* of chronic

conditions if the programs being delivered were developed by an Accredited Exercise Physiologist or Physiotherapist.

And, students can accrue

- **At least 60 hours** in any other area that reflects the Exercise Science Professional Standards (known as “Other” hours).
- Please be aware that students may be completing placement at 1 or more sites to ensure they attain the required types of experiences. Sometimes one placement site alone is not able to cater for the required types/number of hours.

2.2 Examples of Suitable Practicum Activities for ES Students

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 in Exercise Science:

- Conduct client assessments (e.g., exercise, performance, or survey-based assessment)
- Exercise prescription
- Conducting warm ups / cool downs
- Delivery of exercise program for clients with a clinical pathology
(program MUST be completed by an AEP or Physiotherapist)
- 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
- “Simulated” activities in any of the above.

Simulated Practicum

A Simulated Learning Environment is a fully interactive skill and behaviour-practice and learning environment that replicates substantial aspects of a real-world experience. Utilising a high-fidelity case-based scenario, students can undertake part-skill or whole-skill practice in any area of the Exercise Science Professional standards.

A student can claim a maximum of 40 "simulated practicum" hours which can arise from structured activities undertaken or practiced with a peer or supervisor and using high-fidelity case study client information to simulate real-world exercise science work. Students have a workbook they can use to undertake simulated practice during "quiet times" on placement (more detail on this under point 7. "What students can do in quiet times).

Examples of "Simulated Practicum" include:

- Using mannequins or other students to practice practical skills
- Completing parts of a task for a training exercise
- Competing tasks using simulated clients (case studies or de-identified client information)
- Using computer-generated simulations to practice a skill

"Other" Practicum Hours within the Scope of Practice of an Exercise Scientist

The following are examples of activities that can be used to demonstrate competency toward the remaining **60 hours (known as "Other" hours)** of the practicum to meet Exercise Science Standards:

- Coaching clients or athletes (from grass roots teams to elite level athletes for both individuals and 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
- Anthropometry

The following examples are activities that are **not suitable** to be claimed as hours for exercise science practicum because they are either outside of the Scope of Practice for ES and/or they are not considered appropriate learning activities for ES students:

- Physiotherapy treatments (**unless** exercise delivery services)
- Chiropractic treatment
- Psychological treatment (for clinical conditions)
- Exercise assessment or prescription for clinical clients (delivery of exercise under allied health supervision is acceptable)
- Massage
- Dry needling
- Research unrelated to the health, exercise & sports science fields
- Dietary intervention
- Child supervision
- Cleaning / maintaining of gym equipment

2.3 Unit Tasks for Students

As part of this Practicum unit students must complete and pass the following elements:

1. Completion of a **minimum of 140 hours** of practical experience working within the Scope of Practice of an Accredited Exercise Scientist at two or more placement sites including one internal/UTAS-based placement site

2. Completion of a **“PEP Learning Contract”** that captures the students learning goals, agreed days and hours for each placement
3. Tracking details of time spent on tasks and activities undertaken in a **“Timesheet”**
4. Completion of **Interim and Final Supervisor Assessments** by the primary placement site Supervisor (see further detail below and in the full competency assessment guide)
5. Compilation of a **“Professional Portfolio”** of evidence that demonstrates the student’s competency across the Professional Standards for Exercise Science and the unit intended learning outcomes. This portfolio may include written evidence, de-identified video, photographs or audio of the student performing a particular skill or behaviour
6. Completion of a written **Performance Reflections** that record their critical reflections of impactful learning experiences while working with you (see further detail below).
7. Completion of an **ESSA Record of Engagement form** for each placement site (see further detail below).
8. A **“Professional Development Plan”** where towards the end of the unit, the student will reflect on their performance and skill **gaps** and **limitations** and identify suitable ongoing professional development courses or study to address these gaps post-graduation
9. A **Case Based assignment** where the student compiles de-identified client-related documents and develops an “In-Service” type presentation about their case and a rationale for decisions made throughout their work with the client. The student will discuss this assignment with you if they would like to choose a client from your workplace.

2.3.1 Further Detail: Supervisor Assessments

There are two formal assessments undertaken by you, the Supervisor, during a student’s placement time. The *Interim* and *Final Supervisor Assessments* act as indicators of the *minimum safe performance* expected of the student while at your work site. Each form has identical competency criteria with numerous ‘performance indicators’ that describe the type of behaviours and skills expected of graduates from an accredited Exercise Science course. The first (the *Interim Supervisor Assessment*) undertaken at ~40 hours of placement. The second assessment, the *Final Supervisor Assessment* is undertaken in the final week of the

student's time on placement. Students must achieve a minimum "PASS" rating in all relevant criteria in the *Final Supervisor Assessment* to pass the unit. The responsibility for passing the *Final Supervisor Assessment* (and thus the unit) is on the **student**, who must work toward achieving minimum safe standards (a "PASS") in all relevant criteria listed on the assessment forms.

We ask you to assist the student's development by **early identification of any skill or behaviour gaps or deficiencies in certain performance indicators** (often picked up in the *Interim Assessment*) and to guide the students' progress with specific feedback and behavioural strategies designed to improve their performance. Specific information on how to complete the assessments is provided in the accompanying documents: the "**Supervisor Assessment Guide A: How to Grade**", and "**B: Competency Criteria Descriptions**". Downloadable versions of these forms are available on the UTAS PEP Website and via contacting the Unit Coordinator:

[Supervisor-Grading-Guide-Exercise-and-Sport-Science.pdf \(utas.edu.au\)](http://utas.edu.au/Supervisor-Grading-Guide-Exercise-and-Sport-Science.pdf)

2.3.2 Further Detail: Performance Reflection

Students are required to write a de-identified (e.g., no identifying information of any client or supervisor) Performance Reflection of their experiences at the end of each week following the "**DIEP**" reflective framework. This framework requires the student to:

- **Describe** (the learning moments and events that were going on at the time),
- **Interpret** (what insights or new understanding they gained from the experience),
- **Evaluate** (how it was useful to improve their future practice) and
- **Plan** (how they will apply the learning to future or different professional situations).

This allows for an opportunity to learn from their daily experiences – both the *positive* and the *negative* aspects. We ask students to consider ways by which they could improve their performance or how they may approach the same situation differently next time. The DIEP framework is also a useful method of approaching real-time student **feedback** and **debriefing** sessions.

Providing Performance Feedback: Reflections and De-Briefings

You can assist the students' development toward competency by encouraging them to think back on, and evaluate their performance, and by providing regular specific feedback at "end-of-session", or "end-of-day" **de-briefings** with the student, where you can:

- identify what they did well
- identify performance gaps you noticed (particularly important around safety of clients and others in the workplace)
- question their approach on a certain situation and discuss their answer
- ask for a rationale for a decision made and discuss their answer
- brainstorm new approaches or ideas for a certain situation
- discuss evidence-based methods of performing a task
- suggest improvement strategies
- set performance practice goals for the next practicum shift or session

You can use the “Performance Indicators” in the Supervisor Assessment Guide to direct your day-to-day evaluations and discussions of your student’s skill and behaviour development.

2.3.3 Further Detail: Student Record of Engagement Form

Record of Engagement Form Sign Offs – PLEASE NOTE:

Towards the end of the placement time, your Student/s will ask you to read, fill in your “supervisor sections” and sign off their ESSA “Student Record of Engagement” Form to confirm the accuracy of their claimed placement hours and experiences, and provide a summary of their strengths and performance gaps. This is an ESSA-mandated form students must complete as part of the course accreditation requirements. Students are required to have their Record of Engagement Forms signed by the due dates in their unit outline.

Important: Hand Signing or Digital Signatures on forms:

For accreditation purposes, ESSA requires that students and Supervisors provide **original** “wet ink” hand-written signatures on a printed Record of Engagement form. However, where you choose to provide a digital signature on a digital document (whether by insertion of a signature picture, or using the adobe fill and sign feature on a pdf), the university must ensure authenticity of your signature so if this is the case, we will ask you to also provide an email to the unit coordinator where you declare along the lines of *“I have chosen to provide a digital signature for this Record of Engagement form, and declare that the students claims in this form are true and correct”*.

If for any reason you doubt the claims made in a student's record of engagement form, please either – talk through the claims with the student directly and come to an agreement, or contact the Unit Coordinator to discuss how to proceed.

3. Responsibilities of UTAS Staff

3.1 Contact Schedule

- Prior to a placement commencing, members of the PEP Administration Team and Unit Coordinator will meet with the students to discuss placement options, determine suitable placement sites, supervisors, and activities, and suitable practicum block dates.
- Prior to a placement, the PEP Administration Team will contact the Placement Supervisor (phone, Zoom, Teams, email, phone, or face to face site visit as preferred) to: (a) provide placement-related documentation and (b) to ensure that the Supervisor has received details regarding a student's contact details, knowledge, current skills, relevant experience and qualifications, and academic commitments.
- **Early during the placement period, supervisors and students can expect at least one contact** (phone or email as preferred) from the Fieldwork Coordinator / and or Unit Coordinator to ensure the documentation is meeting their needs and there are no issues that need resolving regarding the student or the placement documentation. More frequent contact will be negotiated if the student requires further support to meet minimum safe standards.
- Supervisors and students can **expect a minimum of one site visit per placement** from the Fieldwork Coordinator (with a minimum of one site-visit every year for very remote placements, as practicable) to discuss support and other issues relevant to placements. These visits may be conducted face-to-face or via Zoom / Teams as preferred.
- For supervisors that require "Co-supervision" under ESSA's guidelines (e.g., a Cert IV personal trainer, Level 3 or higher sporting coach, Physiotherapist), a UTAS Fieldwork Coordinator will arrange one face-to-face visit with your supervising staff, or a phone/Zoom meeting to provide oversight supervision, and discuss activities and student progress.

3.2 Responsibilities of the Exercise Science Practicum unit staff

- Liaising with placement sites to secure suitable placement opportunities and administering placements
- Educating students as to their professional role and requirements, and their legal and ethical obligations under the UTAS and ESSA codes of professional conduct
- Ensuring that students have completed the University's pre-placement safe-to-practice procedures
- Providing placement supervisors with opportunities and support on the education and 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 required for assessment of students
- Assessing needs, and providing materials to supervisors in order to support ES students on placement
- Problem solving placement situations
- Evaluating (grading) the student's unit tasks and assessments
- Ensuring students know their professional responsibilities and options under the ESSA ES Scope of Practice, Codes of Conduct and Professional Practice, career pathways and ESSA accreditation procedures

4. The Role of a Practicum Supervisor

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

4.1 Effective Supervision

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

- Providing a workplace orientation (as if for a new staff member)
- 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 learning and service delivery styles
- providing ongoing and timely corrective feedback on observed performance which is in line with the criteria listed on the *Competency Assessment* evaluation forms
- Encouraging a **growth mindset** in your student by making clear your feedback is structured to make them work-ready practitioners and help them pass their assessments
- balancing corrective feedback with specifically-directed praise to support the student's confidence (recognising that students may be balancing multiple stressful responsibilities throughout the placement)
- involving the student as appropriate, in workplace 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 and confirmation of ideas as needed

4.2 What you can expect as a Supervisor of an ES Student

- Being firstly observed and progressively assisted by the student in most or all aspects of your work that are within the Scope of Practice for Exercise Science.
- Providing opportunities for varied and meaningful working experiences
- Demonstrating and guiding the student's practice in behavioural and technical skills based on current evidence and your industry knowledge
- Providing learning experiences by asking questions about the students clinical reasoning and justifications for their decision making during (or after) workplace activities
- Giving guidance and providing context to assist students in adapting to the demands of your particular working environment
- Encouraging discussion and debriefing of events at end of session, or end of day, to assist student in reflective learning
- Encouraging professional self-care after stressful or difficult practicum situations
- Advising (from your experience) on workload management and organisation of multiple workplace demands
- Evaluating a student's performance via the criteria in the *Supervisor Assessment* forms provided, and discussing any problems and their progress with them

- Consulting with the Unit or Fieldwork Coordinator about the student's progress or issues

You, the Supervisor have a “duty of care” (is ultimately responsible) for the student during their practicum work with you, therefore, we ask you to:

- Ensure that the student undergoes an induction specific to your workplace and is familiar with the organisation's workplace health and safety policies and procedures, including making available copies of relevant worksite rules, regulations, policies, procedures and by-laws of the placement site relevant to the student's placement.
- Ensure that the student is always supervised by an appropriately qualified staff member
- Monitor client and student safety during all activities according to your organisational procedures for the activity's implementation
- Providing adequate breaks for meals etc., in line with your policies for staff breaks
- Provide access to appropriate dining room/cafeteria facilities (where available) to students during placements
- Provide access to suitable and adequate facilities and equipment necessary for the student to perform their placement objectives
- Ask for your client's consent, as appropriate, to have a student observe and assist in their session.

4.3 Benefits of Supervising Exercise Science Students

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

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

While on practicum, our students add value, albeit at a junior level, with benefits to your staff and clientele.

For ESSA accredited professionals, participation in face-to-face student supervision is also eligible as Professional Development points under Category 2: Self Education / Professional Contributions of ESSA's AES CPD scheme. You will require a letter of proof from the Unit Coordinator to confirm your Clinical Supervision hours. Please email the Unit Coordinator to obtain a proof of supervision letter if this is of interest to you.

Students may also develop specific practical resources or products for your organisation, that you often do not get time to do, as part of their placement activities. By responding to your needs, we aim to provide teaching, learning and research that contributes to the economic, social, cultural and sustainable development of your workplace, and to our profession.

Your participation in, and feedback regarding your experiences during the UTAS placement program ensures that we keep the Exercise and Sport Science course agile, contemporary, appropriate to best-practice, and to community and industry needs, which enhances the students' readiness for employment. Any feedback you give us on the placement experience will, in turn, help us to shape relevant teaching content, and authentic, real-world assessment tasks.

With all of this, the student gains essential real-life work experience where they are safe to make mistakes and learn from them, expand their skills, celebrate their successes, build professional networks, and build their confidence to practice as an exercise professional. By welcoming the opportunity to offer placements to UTAS students you directly influence the next generation of exercise professionals in Tasmania.

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

In your role as an ongoing placement Supervisor for Exercise Science students, you are invited to [nominate for an honorary \(voluntary\) position with UTAS as a "Clinical Lecturer"](#). If approved, this honorary title lasts for three years is designed to support an active working relationship with specialist clinicians external to UTAS, who support the university or students

in a significant capacity. The benefits include use of the title “Clinical Lecturer, University of Tasmania” access to the UTAS library, email and internet, and office space if required.

Clinical Lecturers are also entitled to apply for the “Vice-Chancellor’s Award for Outstanding Contributions by Adjunct and Clinical Title Holders”. If nomination for a clinical title interests you, please contact the Unit Coordinator.

5. Support with supervising students

5.1 Support from the UTAS Practicum Unit staff

Placement Supervisors like you, are trained as practitioners in their field of expertise.

However, **formal** training in **learning & teaching** or **mentoring** may not have been part of everyone’s education. We understand that having to supervise a student in your workplace adds complexity to your daily work. It is very important to us that you feel we are always accessible and supportive. The Unit Coordinator and Fieldwork Coordinator are on hand to provide face to face or virtual (phone or zoom) educational support and discussions, practicum-related materials, and problem-solving support. For matters relating to student competencies, behaviours, skills, and assessments, please reach out to contact the Unit Coordinator with any concerns or questions on the student’s progress, however small they may seem. It is vital that concerns about student competency are identified early and that students are supported to learn with strategies that work for them, by Unit staff and Practicum Supervisors.

5.2 Suggested learning progress for students during practicum

You may have your own plan for assisting the student to learn at your workplace, but we also offer the following plan to ensure the students have a progressive and “scaffolded”* learning experience during their weeks with you (*Scaffolded learning, means that one task is mastered (can be completed with competency and confidence), before moving to the next level of task and so on).

- **During Weeks 1-3** Students actively observe you undertaking tasks and move into assisting with part-task activities.
- **During Weeks 4-6** Students continue to assist you with part-tasks, moving into

leadership of tasks under close supervision

- **During Weeks 6-12** Students lead tasks under lighter supervision

Students are expected to achieve ~10-15 hrs, part time, across each week at external placements (~110 – 165 total hrs across their whole semester)

5.3 Supervision Styles

Finding the right style of supervision can be a daunting task, particularly if you are new to supervision and mentoring. It can also be an exciting process of self-discovery and reflection of your own skills and capacities. There are several supervisory styles that have been described and information on these is provided in the following links. Each student, client and workplace situation may result in supervision styles that need to be varied to be more effective. We encourage you to meet with the student regularly about their performance to give constructive feedback on their strengths and limitations, areas of focus, and to discuss their progress according to the Supervisor Assessment criteria.

5.4 Resources for teaching and learning

5.4.1 How to give Feedback for Learning:

Constructive feedback supports student learning and is essential for student growth into a competent practitioner. The feedback you give a student can be given in several ways.

1. **Structured and Timed:** E.g. a “pre-briefing” before an activity, what is going to happen, what the student’s role is, what does the student need to know, ask and answer questions. Then a “de-briefing” after an activity, or an end of day summary feedback session, in which you can provide feedback on what you observed, the specific strengths, and the gaps you noticed in the student’s communication, technical skills etc.
2. **Informal and “in the moment”.** E.g. you might interrupt a task to give corrective feedback as the behaviour is occurring, when appropriate to do so; or ask a question related to clinical reasoning of the next step; or ask for their opinion on something you are observing in a client or situation, but are not sure the student has identified yet; or you can encourage the student with a few words on what the student is doing well; or comment on what needs altering for greater accuracy or safety.

Your feedback on students' competencies (knowledge, attitudes, behaviours and skills) should aim to be:

- **Specific** (to the situation)
- **Actionable** (what do they need to do differently to improve)
- **Aligned with the Supervisor Assessment "Performance Indicators"**
- **Timely** (occur within a reasonable timeframe from the event)
- **Personalised**, and
- **Delivered in a way that is framed around a growth mindset (life-long learning), is sensitive and encouraging, in a safe & appropriate environment** (e.g. does this feedback require privacy for delivery? Or is it urgent to intervene with feedback immediately?)
- **See more** on providing effective feedback to students on placement here:
<https://www.clinedaus.org.au/topics-category/providing-feedback-to-students-on-placement-52>

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

- **Online training resources on hosting health students:** <http://supportingstudents.org.au/>
- **Clinical Education Skills:** <https://www.clinedaus.org.au/topics-category/core-clinical-education-skills-35>
- **Learning Styles and Cultural Competency:**
<http://www.utas.edu.au/health/professional-experience-placement/supervisors/online-learning-modules/jack-and-the-beanstalk/learning-styles>

For specific advice or any questions on supervising or teaching for a particular student, please contact the Unit Coordinator.

5.5 Student and Supervisor Fears and Expectations

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

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 and proactive
- Students will be honest about their abilities and be to accept constructive criticism
- Students will implement Supervisor recommendations to improve performance.

Common Student Fears

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

Common Student Hopes or Expectations

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

6. Safety and Risk Management

6.1 Risk Management

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

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

- national criminal history and working with children/vulnerable people registration
- medical, physical and psychological capacity to safely undertake the College of Health and Medicine [Mandatory Functional Requirements](#); and
- infectious disease and immunisation status
- current First Aid and CPR certification

6.2 Accidents while on Placement

If a student has, or is involved in an accident, injury, or reportable near-miss incident whilst on placement, they are required to report this to the Unit or Fieldwork Coordinator as soon as possible and to follow the guidelines pertaining to accidents, injuries and incidents on the PEP website:

[Incidents, Accidents or Injuries - Professional Experience Placement | University of Tasmania \(utas.edu.au\)](#) Please note, students are **insured by the university to undertake practicum** (see details in Appendix 1), and are thus **not** covered under any workers compensation insurance schemes held by your work site.

6.3 Identifying academically “at risk” students

Students require a minimum rating of “**Pass**” on the *Final Supervisor Assessment* form to pass the practicum unit. Any “**Working Towards**” rating is equivalent to an overall “fail” grade in the final competency assessment form. If you feel that a student is struggling on placement, for either personal or academic reasons, and is at risk of failing, please contact the Unit Coordinator *early* in the placement period to discuss your concerns. When problems arise on placement, it is important that they are recognised **early** and discussed with the Unit Coordinator so that both you and the student can receive the required support for the situation. UTAS has procedures for implementing a “*Student Communication and Support Plan*” for students who are at risk of failing units. If required, this plan will be implemented in consultation with you, the Supervisor, and the student, and will detail areas of concern, how these will be addressed, and the consequences of the student not meeting the plan’s requirements.

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

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

- provide constructive guidance and solid, practical strategies to the student on how they can improve.
- inform the Unit Coordinator about student performance, especially where you have any concerns about client or athlete safety, student appearance, attitude, or grooming, practical skills, foundational knowledge, or professional behaviours.

6.4 Dispute resolution and handling grievances

6.4.1 Supervisor Complaints

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

6.4.2 Student Complaints

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

6.5 Student absence from practicum

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

6.6 Duty of Care

During the placement, supervisors and students have a legal 'duty of care'. This means they each have a professional and moral obligation to look after the safety of staff (paid and voluntary), and clients working in their worksite. However, it must be recognised by the supervisor, that students engaged in practicum are *in preparation* for their working experiences and are entirely under the care of the Supervisor. To this end, the student should always be appropriately supervised (for discussion of what 'appropriate supervisor' may look like in various situations, please contact the unit coordinator). The supervisor is ultimately responsible for the safety of any clients or athletes the student works with and we encourage you to hold client safety as a major factor in determining student competency. The student, however, is instructed, and required to act with vigilance and caution which places the health, safety and well-being of clients, and all persons at the placement site, as their primary focus.

7. What Students can do during “quiet times”

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

- Work on their “Practicum Skills Workbook” which is full of activities to progress the development of skills and behaviours aligned to the Exercise Science Professional Standards. Activities in this workbook can be performed by the student with your permission and guidance where required, using simulated case study client information contained in the workbook. The student will ask you to check and verify their work for performance feedback
- Mini research projects with a report on current evidence-based practice into exercise science issues/topics relevant to the work site (see examples in the “Practicum Skills Workbook”)
- Develop a flyer and generic exercise template specific to a common condition (eg. Hamstring strain, non-specific low back pain)
- Develop a handout, flyer or PowerPoint presentation on a topic of usefulness to the work site.
- Organise with the Supervisor to attend a professional development workshop relevant to their work experience and reflect on the experience with a written report (~800 to 1000 words)
- Collect and analyse data of a client or a group (e.g. analysis of assessments before and after exercise interventions)
- Set up or review referral forms or reporting templates
- Learn about the practice’s business management systems (i.e., record keeping, billing methods, private health funding, NDIS, Medicare, DVA, auditing requirements, and data entry)

8. What you may expect of the students

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

Bachelor of Exercise and Sport Science (53J)

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

Year One

Semester One

- CZZ101 Human Anatomy and Physiology 1A
- CXA171 Foundations of the Human Body
- CXA103 Health: Determinants and Analysis
- Plus 1 x Breadth Unit (a suitable elective of their choice)

Semester Two

- CZZ102 Human Anatomy and Physiology 1B
- CXA125 Introductory Biochemistry
- CXA108 Human Nutrition
- ESP160 Growth and Motor Development Across the Lifespan

Year Two

Semester One

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

Semester Two

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

Year Three

Semester One

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

Semester Two - Most students will currently be studying:

- CXA327 Professional Experience in Exercise and Sport Science (the placement unit)
- CXA330 Exercise for Musculoskeletal Disorders
- CXA323 Exercise Nutrition
- ESP233 Motor Learning

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

Graduates of the Bachelor of Exercise and Sports Science will have a broad and coherent body of knowledge in the units studied. Graduates will possess skills in exercise assessment, prescription and delivery for a range of client settings and pathologies. Students will also possess generic skills such as professional communication, teamwork, initiative, leadership and other soft skills expected of all University of Tasmania graduates.

While on practicum, students are asked to:

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

It is expected that students on placement will:

- Be punctual, reliable, professional and respectful in manner
- Be professionally attired, clean and well-groomed, in mandated practicum uniform items with UTAS logos (i.e., NEVER attired in informal clothing such as board shorts, jeans, thongs, or singlets). Students are directed to wear their University ID in a provided belt clip identifying them as a UTAS student at all times. The supervisor may feel free direct the student in appropriate clothing for their particular work site.
- Abide by the worksite's policies and procedures
- Ensure that any observational work undertaken is "**active**" rather than "passive" (i.e., during observations, students are encouraged to take their own case notes and compile questions to be discussed at a 'de-briefing' session)

- Ensure that any work assigned by the placement Supervisor is understood (questions asked) completed thoroughly, professionally, and is timely and safe in its delivery
- Be thoroughly aware of the specific requirements and timing of practicum unit assessments (i.e., the exact competencies expected of them as detailed in the *Competency Assessment forms*, and the times they must arrange for these to be completed by the Supervisor
- Prepare in advance for the worksite, sessions, or client / athlete history, as necessary

9. Supervisor Checklist

☐

Please ensure that you have signed and returned a **Workplace Integrated Learning Agreement** for the current year with the University of Tasmania

☐

Please ensure the student has discussed with you their learning goals for the placement and filled in their “**PEP Learning Contract**”

☐

Please ensure the student has discussed with you the timelines and requirements for completing the two online assessment forms: **1. Interim and 2. Final Supervisor assessments**. It is the student’s responsibility to arrange these assessments with your, and to return the completed forms to the Unit Coordinator as soon as possible after completion. There are grade penalties applied to students who return assessment forms late.

☐

Please contact the Unit Coordinator and or Fieldwork Coordinator if you have **any** queries or questions.

Thank you!

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

10. Appendices

1. UTAS Indemnity Insurance cover for students on placement
2. Exercise & Sports Science Australia (ESSA) useful links
3. Link to the UTAS Policies
4. Link to Exercise Science Student Competency Assessment forms
5. Example ESSA “Record of Engagement” forms

Appendix 1 - UTAS Insurance cover for students on PEP

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

The Work Integrated Learning Insurance letter is updated on the Financial Services Form website annually.

Annual Certificates of Currency can be accessed by contacting Carolyn Bean, Manager PEP at: Carolyn.Bean@utas.edu.au

Click to download a copy of the current insurance certificate:

<https://www.utas.edu.au/finance/insurance/forms>

Appendix 2 - Exercise & Sports Science Australia (ESSA)

ESSA Practicum Guide:

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

ESSA Exercise Science Standards:

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 3 - Link to UTAS Policies

[Policies - Governance Instruments Framework | University of Tasmania \(utas.edu.au\)](#)

Appendix 4 - Link to Supervisor Assessment forms

We ask you to use these online forms to undertake the Interim and Final Supervisor Assessments. Your student will remind you when it is time to undertake these assessments. We encourage you to do these assessments with the student present so you can discuss your ratings, feedback, and improvement strategies where relevant.

You may bookmark these links in your web-browser for ease of use if you prefer and the links will also be emailed to you by your student near to the assessment times.

Information on your unique “supervisor code” will be emailed to you directly. However, if you need information on this and can’t find the email – please contact the unit coordinator to retrieve your code.

The Interim (40hour) and Final Supervisor Assessment forms located at this link:

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

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

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

Appendix 5 - Example ESSA “Record of Engagement” form



EXERCISE SCIENCE PRACTICUM

Record of Student Engagement for the Purpose of Meeting

Exercise Science Practicum Requirements

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

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

Student to 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.

Student to provide a summary (in at least 500 words) to reflect on how this placement has assisted you

[to develop the graduate attributes required for an Accredited Exercise Scientist \(AES\).](#)

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

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

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

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

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

University Use Only:

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>