



Charles Sturt
University

Master of Clinical
Exercise Physiology
Supervisor Practicum
Manual

Faculty of Science and Health
School of Allied Health, Exercise and Sports Sciences
Charles Sturt University

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from the Subject Outline

1. Overview of Practicum Experience

1.1 Overview

The Work-Integrated Learning (WIL) Supervisor Practicum Manual is designed to guide and support the supervision of our Master of Clinical Exercise Physiology students during their practicum experience. The manual provides information surrounding ESSA practicum requirements, supervisor and student responsibilities, completion of student logbook and placement paperwork, and WIL related university policies.

The WIL practicum coordinator will support and collaborate with supervisors during the student practicum period. In summary, whilst the placement supervisors are responsible for the daily learning and operations of practicum, the practicum coordinator can be contacted at any time during the placement period to discuss any problems or concerns that arise. We strongly recommend immediate/prompt contact to ensure the required assistance and/or advice is provided, and an appropriate and timely action/resolution can be met.

1.2 University Contacts

Practicum Coordinator

Kristy Collingridge (ESSAM AEP AES)
Bathurst Campus (Mon-Fri 9am – 5pm)
Phone: (02) 6338 4268
Email: kcollingridge@csu.esu.au

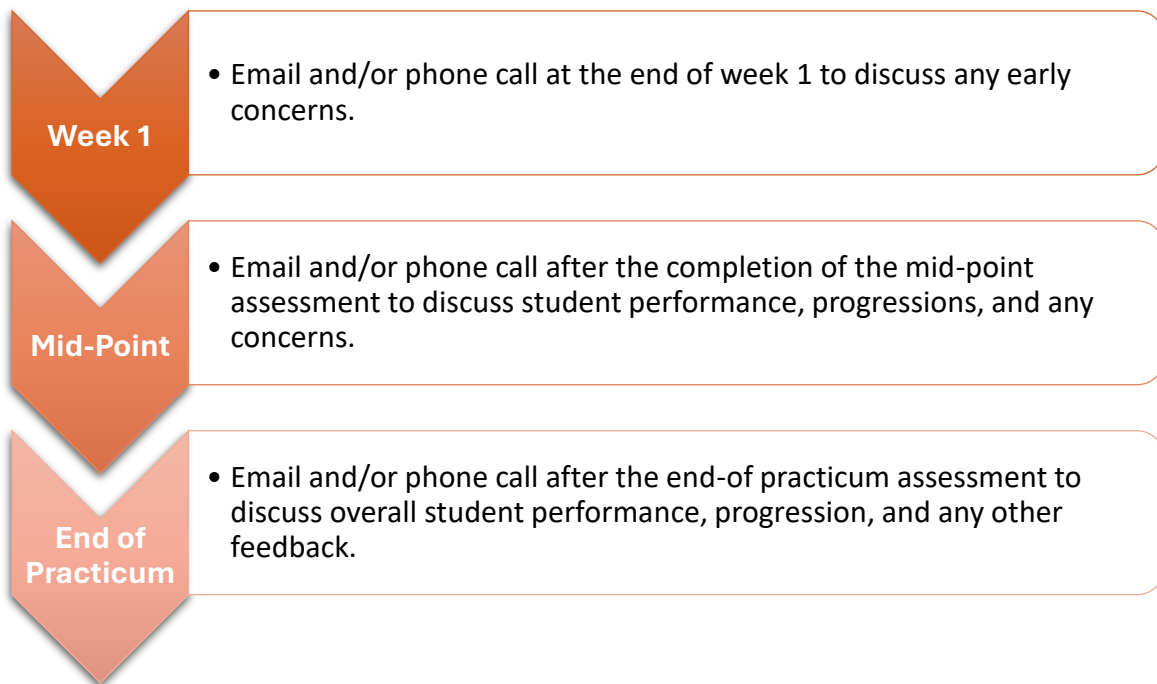
Faculty of Science and Health (FOSH) – Work Integrated Learning Team

Megan Brown
Email: FOSH-WPL@csu.edu.au (Mon-Fri 9am – 3:30pm)

1.3 Practicum Coordinator Support and Scheduled Contact

During student placement we are committed to supporting and assisting our practicum supervisors. The practicum coordinator will make structured contact as per the below schedule to ensure the student is meeting the required expectations specific to the ESSA AEP

Professional and Practicum Standards and the University Subject Learning Outcomes. Contact will initially be via email as we appreciate your busy schedule. Phone calls can be arranged and are welcomed. Please note that supervisors can contact the practicum coordinator at any time during the placement period as specified above in section 1.2 *University Contacts*.



1.4 Practicum Activities

The below information is extracted from the Exercise and Sports Science Australia (ESSA) Practicum Standards (2023) and Accredited Exercise Physiologist Professional Standards for Accreditation (2021).

[ESSA Practicum Standards](#)

[ESSA Accredited Exercise Physiologist Professional Standards for Accreditation](#)

Practicum is supervised work experience completed at a placement site as part of a course of study. Practicum placements allow students to develop and demonstrate competence in integrating and applying professional knowledge and skills in a real-world setting. Practicum provides opportunities for students to engage with industry, undertake workplace tasks and

gain experience in inter-professional practice. Students must be given opportunity for high-quality practicum that are directly relevant to the practice of Exercise Physiology.

Hours for Exercise Physiology Accreditation

1. A minimum total of **360 hours** of practicum is required to be undertaken in a variety of activities to demonstrate attainment of competency in exercise assessment and prescription and delivery including:

2. At least **200 hours** across the AEP core areas of practice.

3. The remaining **160 hours** may be in any area across the AEP scope of practice ensuring:

4. No more than 100 hours across the emerging or niche areas of practice.

5. Please note: [The Accredited Exercise Physiologist Professional Standards for Accreditation – Support Guide](#) (page 11) provides examples of core, emerging, and niche areas of practice.

6. Hours do not need to be evenly split across different areas of practice.

7. Multiple pathologies, conditions or areas may be recorded for a single client, but the overall total hours requirement must still be met.

8. All activities completed must involve active student engagement.

9. All activities completed must fall within the AEP scope of practice.

10. Students are not able to provide any part of the billed service under Medicare, Department of Veteran Affairs (DVA) or private health insurance schemes. Students may observe sessions under these schemes where informed consent has been obtained from the client.

11. Students may participate in compensable NDIS sessions provided informed consent obtained from the client and the arrangement is included in the service agreement.

12. No more than **40 hours** can be undertaken in a simulated learning environment (SLE).

****Please note that lunch breaks do not count towards practicum hours****

Supervision

1. All supervisors must be qualified and experienced relevant to the activity they are supervising.

2. At least **200 hours** of practicum must be supervised by an AEP, either directly or through a documented oversight supervision agreement.

3. Up to **160 hours** may be supervised by a professional who holds an externally recognised formal qualification for the activity they are supervising, and relevant to the client condition they are servicing.

Exercise Physiology Activity Examples:

Assessments with clients diagnosed with health conditions

- Conduct initial interview/gather pre-screen information
- Health/exercise testing

Prescription with clients diagnosed with health conditions

- Design of an exercise sessions/interventions
- Selections of exercise modality, intensity, and other prescription variables

Delivery

- Delivery of and exercise-based session (in person or telehealth)

- Monitoring client in a session

Examples of acceptable activities:

- Relevant diagnostic procedure tests but not for the purpose of providing a diagnosis (e.g ECG, stress test, clinical investigations)
- Reviewing or developing clinical case notes
- Client report writing (with supervisor oversight/sign off)
- Case conferences/team meetings
- Education delivery for a specific pathology (e.g cancer education session)
- Research with an exercise intervention for a special population (e.g conducting a weekly type 2 diabetes group exercise class)

Examples of unacceptable activities

- Clients being seen for the purpose of improving health and wellbeing with no identified pathology (apparently healthy) cannot be included in the 360 hours of exercise practicum
- Activities outside of the AEP scope of practice respective to the student

Observation Activities

- Developing mock reports
- Developing mock treatment plans with justification
- Undertaking assessment and treatment tasks outside of third party funded consultations
- Case conference between supervisor and student regarding consultation occurring before, during, or after
- Simulation activities

1.5 Supervisor Responsibilities

As per the ESSA Practicum Standards all supervisors are required to provide high-quality practicum opportunities directly relevant to the practice of Exercise Physiology.

1. Plan and provide learning opportunities

- Students must be provided with the opportunity to engage in a variety of tasks that allow for the development of clinical skills. Activities must align with the ESSA Practicum Standards and should develop skills and knowledge within exercise assessment and prescription and delivery.
- Students must be provided the opportunity to ask questions.
- Students must be provided with objective and constructive feedback.

2. Provide a model of behaviour and attitudes that the student can observe and emulate.

3. Provide a safe workplace environment for the student to conduct their placement.

4. Provide time for students to complete subject requirements

- Logbook hours and activities
- Mid-Point and Final Evaluation (with supervisor)
- Record of Student Engagement (RoSE) (students will complete in their own time however this document must be hand-signed by the primary supervisor)

5. Complete all student performance documents including logbook entries

- Weekly logbook reviews
- Mid-Point and Final Evaluation completion
- Review and signing of RoSE

6. Reporting of critical incidents

- Supervisors must report any critical incident involving a student to the WIL team as soon as possible. This may include, but is not limited to, student injury, hospitalisation, or police intervention.

1.6 Expectations of the Student

1. Students must be available to attend placement for a standard fulltime working day (average 8 hours/day, though this may vary slightly). **Fulltime** students must attend 5 days/week and **part-time** students must attend 2-3 days/week.
2. Comply with all standards and practices of the placement site and abide by the [ESSA Code of Professional Conduct and Ethical Practice](#).
3. Wear professional attire including the Charles Sturt University polo t-shirt and name tag.
4. Be punctual at all times. If the student is in excess of half an hour late without prior arrangement or showing no valid cause, the placement can be terminated at the discretion of the supervisor.
5. Students must not absent themselves from placement without notifying the supervisor and practicum coordinator.
6. Ensure all placement meetings with supervisors are organised in advance and all paperwork is provided at the relevant time. This includes goal setting discussions, Mid-Point and Final Evaluations, and the completion of the Record of Student Engagement (RoSE).

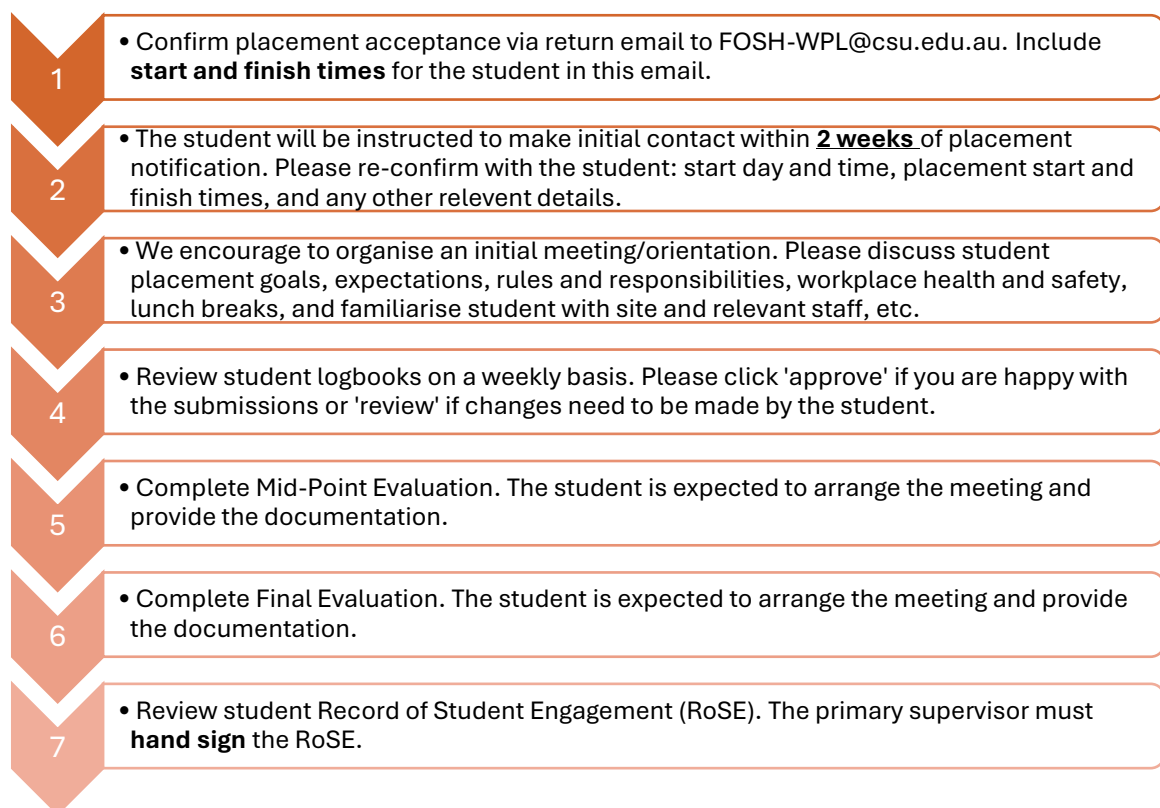
1.7 Student Misconduct

Charles Sturt University has the utmost respect for all supervisors and supervising sites and zero tolerance for student misconduct. Please contact the practicum coordinator immediately if the student demonstrates any actions or behaviours that do not meet ESSA's [Code of Professional Conduct and Ethical Practice](#) and/or professional and behavioural expectations of your site. As per the Charles Sturt University Student Misconduct Rule 2020, examples of misconduct while on workplace learning placement may include:

- i. Behaves in a manner likely to damage, cause the loss of, interfere with or obstruct the use of property of the placement provider.
- ii. Fails to comply with a reasonable direction of a staff member of the placement provider.
- iii. Breaches reasonable requirements of the placement provider for conduct or work of its staff.
- iv. Enters any part of the providers premises that that the student is not authorised to enter.
- v. Behaves in a way that is reasonably likely to damage the University's relationship with the placement provider, other placement providers, or the wider community.

1.8 Practicum Placement Checklist

The below general steps are suggested to allow for an effective placement experience for the supervisor and the student. We acknowledge some sites may have additional site-specific steps or inclusions.



1.9 InPlace: Evaluating Student Logbooks

Students are required to maintain an electronic record of their practicum hours and activities via logbooks within InPlace. InPlace is a digital tracking software that supervisors will access throughout the placement period to review and action logbooks. Supervisors will receive an email every **Saturday morning**. This email will contain a link that provides access to the student logbook entries. Please note, you will not receive login details. The link is the logbook access. Students must have all weekly entries completed by Friday evenings to ensure minimal backlog for supervisors. If students do not keep updated with logbook entries, please advise the practicum coordinator. **We do not expect supervisors to complete logbooks on a weekend.** Logbook entries must:

- Accurately reflect activity hours
- Accurately reflect activities/tasks completed
- Use clinical and appropriate language
- Be an acceptable activity as specified within the ESSA Practicum Standards

1.10 Evaluation/Assessment Forms to Complete

1) Mid-Point Evaluation

2) Final Evaluation

3) Record of Student Engagement (RoSE)

Supervisors are required to assess student performance and progression at the mid and final point of the placement block. This process is completed at each site the student attends. It is the student's responsibility to:

- Organise the Mid-Point and Final Evaluation
- Provide the Mid-Point or Final Evaluation form to the supervisor
- Organise time to have the RoSE reviewed and signed
- Upload the completed forms to their subject site by the due dates

Mid-Point and Final Evaluations are to be completed with the student. This provides the opportunity to discuss strengths, areas for improvement, and an action plan for ongoing development. Further, it also provides the opportunity for student reflection. Each evaluation will assess competency within:

- Communication
- Professionalism
- Assessment and interpretation
- Planning and delivery of an exercise and/or physical activity intervention
- Lifestyle modification
- Risk management

The Record of Student Engagement (RoSE) is completed by the student. The supervisor must then review the contents of the RoSE and hand sign the document. This should be completed on the final day of placement where possible. The RoSE must be completed and signed within **1-month of placement completion** to validate the placement. The student must upload this completed document to their subject site by the due date.

1.11 Passing a Placement Block

To pass a placement block the student must meet a level of competency throughout the placement period that demonstrates safe, effective, and ethical practice. It is crucial that you communicate with the practicum coordinator early to discuss any competency concerns you may have. If, towards the end of the placement block, you believe the student has not met the required skill levels/competencies for a graduate AEP the following steps should occur:

1. The supervisor should contact the practicum coordinator.
2. A collaborative decision between the supervisor and the practicum coordinator will be made (pass or fail) based on the supervisor's clinical judgement AND the feedback and scores provided within the Final Evaluation Form.

1.12 Student Placement Progressions

To ensure optimal learning, clinical skill development, and client safety we strongly recommend a graded approach to student task responsibility and autonomy. Student progression is expected to be individualised and based on the supervisor's clinical judgement. **Students should be supervised at all times and supervisors must oversee/review all material (exercise programs, clinical reports etc) produced by the student.** Examples of progression stages may include (but are not restricted to):

	Assessment	Prescription	Delivery
Start of placement	Observation of initial assessment or reassessment.	Observation of exercise prescription and/or modification.	Observation of exercise delivery.
Example Progression 1	Selection of appropriate objective assessments/tests and/or delivers parts of subjective assessment.	Student assists in the selection of initial prescription or program modification.	Assisting with exercise demonstrations and monitoring of client technique.
Example Progression 2	Student conducts subjective component of assessment and/or delivers objective tests with clients.	Student is responsible for program and or program modification/progressions/regressions.	Describing and explaining exercise selection to client including justification in client-facing language (where appropriate).
Example Progression 3	Student conducts entirety of initial assessment/reassessment.	Student is responsible for in-person (at time of consult) exercise prescription or progression/regressions.	Independent delivery of parts/components of exercise sessions, progressing to delivery of entire sessions.

****Please note that the above progressions and associated activities/tasks are provided as examples only****

2. Policies related to Work-Integrated Learning

2.1 Child Protection

Charles Sturt University is firmly committed to the protection of children and younger people. Per NSW Government legislation and principles for child protection and intervention, the University aims to promote a safe environment for all children and to assist all persons associated with the University in recognising and reporting child abuse.

Accordingly, all of our students completing practicum hours where involvement with young people occurs, are required to complete a Working with Children Check (WWCC) before placement.

2.2 Work Health and Safety

In accordance with the Charles Sturt University Work, Health and Safety Policy and Safety Policy and Work, Health and Safety Roles and Responsibilities, the University recognises its duty of care to all persons (including work experience students) in its workplaces. Please visit Charles Sturt Universities [Health, Safety and Wellbeing Policy](#) for more information. Students can also access resources and information via their Student Portal.

2.3 University Policy and Equal Opportunity and Affirmative Action

Charles Sturt University is committed to the principle of equality of opportunity in employment and education and undertakes its responsibility to develop procedures and policies that are consistent with this principle.

The University is committed to:

- Following policies and practices that do not discriminate against individuals in employment or education based on race or ethnicity, sex, marital status, pregnancy, sexual preference, disability, age, and religious and political affiliation.
- Providing a learning and employment environment that is free of harassment and supportive of productivity, academic achievement, and the dignity and self-esteem of every student and employee.

- Developing affirmative action programs in employment and education that, in keeping with the principles of advancement by merit, aim to redress the effects of past discriminatory practices in the community.

Commensurate with its commitment to equity in employment, the University has in place a Workplace Gender Equity Strategy, Indigenous Australian Employment Strategy, and an Accessibility Action Plan. These documents outline the key priorities, strategies, performance indicators and responsibilities for advancing equal employment opportunity through each University planning cycle. The University also ensures equal opportunity in education, with support of national goals to improve education opportunities, participation and outcomes for groups under-represented in higher education in Australia, including Aboriginal and/or Torres Strait Islander people, people from culturally linguistically diverse backgrounds, people with a disability, people of diverse sexual orientations and gender identities, people from socio-economically disadvantaged backgrounds, and to encourage participation in non-traditional courses of study.

2.4 University Ombudsman

The University Ombudsman is an impartial and confidential resource for seeking to address University-related problems, complaints, or concerns. The Ombudsman works collaboratively with academic and general staff to help create a campus climate where matters raised are investigated and resolution is facilitated. The Ombudsman can provide information and guidance on rights and responsibilities, University regulations and procedures, and mediation between conflicting parties. The Ombudsman links complaints, problems, or concerns into the quality management framework for the University and seeks to use resolution options as tools for quality improvement:

- Overall management and monitoring of complaints handling within the University.
- Providing independent and impartial advice and assistance to managers or supervisors who have received and are handling a complaint.

- Providing independent, impartial and confidential information to complainants about the procedure for dealing with complaints including listening to the issues and helping the person clarify facts.
- Conducting internal reviews of complaints in both process and content.

Charles Sturt University Ombudsman can be contacted via email: ombudsman@csu.edu.au

2.5 Insurance – Undertaking Practicum as a Course Requirement

Students will be covered by the University's insurance **if the practicum is approved by the practicum coordinator PRIOR to practicum commencement**. If you require a Certificate of Currency please contact the WIL team.

Please refer to your Student Placement Agreement for further information regarding insurance.

2.6 Student Grievances whilst Completing Practicum

In the event of circumstances occurring on placement such as psychological, physical, and/or sexual harassment, the following procedures should be followed:

1. If comfortable to do so, the student should discuss the incident with their supervisor who must then immediately inform the practicum coordinator. The student may also contact any of the following to discuss the situation: Course Director, Practicum Coordinator, University Counselling Services, or the University Ombudsman.
2. The supervisor should provide immediate support for the student and arrange further support through the appropriate services.
3. The Practicum Coordinator, Course Director, and Head of School will consult and take the appropriate action related to the incident.

4. If a student is asked to perform a task/procedure that is contrary to legal, ethical considerations, and teaching of the School of Allied Health, Exercise and Sports Sciences, the student has the responsibility of declining to perform the task/procedure. The student is advised to contact the practicum coordinator to discuss the issue further, if required.

2.7 EHR526/528: Clinical Workplace Learning and Professionalism – Extracts from the Subject Outline.

Abstract

Clinical Workplace Learning provides students with opportunities to integrate and apply theory in authentic workplace settings in culturally safe ways, whilst being supported by experienced practitioners. This subject will enable students to develop knowledge, skills and attitudes related to professionalism, appropriate models of care, reflective practice, and rural and remote practice. Concurrently, students will complete structured clinical Work Integrated Learning designed to meet the requirements for accreditation in exercise physiology. During placement, students will develop their knowledge and skills across all aspects of clinical practice within a safe and supportive environment that promotes critical self-reflection and continuous improvement. By completing this subject, students will have demonstrated the professional competencies required for employment as a graduate exercise physiologist.

Learning Outcomes

Upon successful completion of this subject, students should:

- Demonstrate effective communication with a range of stakeholders, verbally and in writing, in accordance with relevant legislation, regulations, and standards;
- Demonstrate the capacity to work safely and effectively as an Accredited

Exercise Physiologist;

- Critically reflect on their own practice and the practice of others, with consideration of feedback from colleagues and clients;
- Practice in a culturally safe way;
- Apply knowledge of peoples' health status to explain, justify, and communicate appropriate assessments, exercise prescription, and periodic evaluation and monitoring and;
- Demonstrate professionalism, appropriate models of care, reflective practice and social responsiveness.

Assessment Items

1. Clinical Placement Reflective Blogs
2. Professional Exercise Physiology Reports
3. Implementing Evidence-Based Exercise Prescription
4. Workplace Learning and Required Paperwork
5. Oral and Practical Skills Assessment (OPSA)