
Bachelor of Clinical Exercise Physiology (Honours)

PRACTICUM MANUAL 4th YEAR PLACEMENT (HLTH4012, HLTH4013 & HLTH 4014) 2023

CLINICAL EXERCISE PHYSIOLOGY PROGRAM EDUCATION CONTACTS:

Mr Brett Tarca

Course Coordinator for 4th year practicum
Lecturer in Clinical Exercise Physiology
UniSA Allied Health and Human Performance
Phone: (08) 8302 2906
Brett.Tarca@unisa.edu.au

PROGRAM LEAD

Dr Danielle Girard

Program Director: Clinical Exercise Physiology
UniSA Allied Health and Human Performance
Phone: (08) 830 21207
Email: Danielle.Girard@unisa.edu.au

PLACEMENT STUDENT PRACTICUM REQUIREMENTS

Thank you for supporting the professional development of our future Exercise Physiologists. We appreciate the time and efforts the clinicians provide in guiding and supporting our students throughout their placement.

Students undertaking practicum hours at your organisation are current students in their 4th year of study for the Bachelor of Clinical Exercise Physiology (Honours) Program. These students have completed their 150 hours of required practicum with low-risk clients and are now required to work under the supervision of a qualified professional (as detailed in the table below) in the provision of exercise intervention for ***clinical populations***. It is anticipated there will be some 1:1 supervision as part of the placement with a maximum student supervisor ratio of 1:5 at any given time.

Students will attend some placement sites while concurrently learning Exercise Physiology specific knowledge and skills. Therefore, decisions around the scope of practice of students on placement may need to be modified to accommodate students at various stages of their clinical learning.

CLAIMABLE HOURS AND REQUIRED SUPERVISOR QUALIFICATIONS

| CLINICAL EXERCISE PHYSIOLOGY PRACTICUM | | | |
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| | Hours | Clientele and Experiences | Supervisor qualifications |
| At <u>least</u> 360 hours of Clinical Practicum | At <u>least</u> 200 hours | <p>Clinical practicum is required to be undertaken in a variety of activities to demonstrate attainment of competency in exercise assessment and prescription and delivery across AEP core areas of practice to allow students to demonstrate capability as an entry level practitioner.</p> <p>Core areas of practice include those where there is a strong evidence base for the benefits of exercise improving, maintaining or preventing decline of health-related status and function. This includes health conditions such as chronic disease and injuries. There is usually a high prevalence in the client/populations an AEP would see and is often considered an established area of practice.</p> <p>For example:</p> <ul style="list-style-type: none"> • Acute and sub-acute conditions such as non-specific musculoskeletal pain and injuries • Chronic conditions such as: <ul style="list-style-type: none"> ○ cardiovascular diseases ○ metabolic diseases ○ chronic musculoskeletal conditions ○ chronic respiratory conditions ○ neurological conditions • Mental illnesses • Cancers • Chronic pain conditions | <p>Supervisor(s) of students for the clinical practicum must be one of these:</p> <p>(i) an AEP;</p> <p>(ii) a qualified and experienced professional who holds a qualification (recognised or endorsed by a regulating authority such as a national association or APHRA) for the activity they are supervising, and relevant to the client condition they are servicing*</p> <p>At least 200 hours of practicum must be supervised by an AEP.</p> <p>The remaining 160 hours must be supervised by an AEP or a qualified and experienced professional as described above*.</p> |
| | The remaining 160 hours | <p>In any area across the AEP scope of practice ensuring no more than 100 hours are obtained across emerging or niche area of practice as specified in the AEP Professional Standards.</p> <p>Niche areas of practice include those where there may be a strong evidence base for the benefits</p> | |

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| | | <p><i>of exercise in improving, maintaining or preventing decline of health-related status and function.</i></p> <p><i>It may have a lower prevalence in the client/populations an AEP would see, is an area of special interest, and/or is a less established area of practice.</i></p> <p>For example:</p> <ul style="list-style-type: none">• Chronic kidney conditions• Women’s health• Autoimmune conditions <p><i>Emerging areas of practice include those areas where there is not yet a strong evidence base for the benefits of exercise, or it is not a well-established area of practice, but there are indications that exercise may be beneficial, or it is a health issue an AEP may encounter.</i></p> <p>For example:</p> <ul style="list-style-type: none">• COVID-19 rehabilitation | |
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STUDENT CAPACITY – PRACTICUM 1

All students participating in their 1st semester, 4th year placement will have demonstrated clinical competency in concepts and skills of the novice student with the addition of;

- Undertaking risk assessment based on presentation
- Assessing exercise capacities
- Setting of goals: client, practitioner and other health professionals
- Identifying barriers and facilitators for exercise and physical activity
- Designing exercise interventions in consultation with the client
- Motivating clients

These students will have demonstrated broader competency in concepts and skills of the novice student with the addition of;

- Preparation of reports for referrers (under supervision)
- Design of exercise and lifestyle interventions
- Analysis of efficiency data including analysis of assessments before and after interventions

Typical student characteristics

- Minimal experience in the clinical environment with established experience in a non-clinical environment
- Understands the principles of privacy, confidentiality and professionalism
- Still requiring close supervision of all planning and treatment procedures
- Thorough knowledge of measures to support safe practice in non-clinical clients with developing knowledge in clinical clients
- Ability to assess their own level of competence and client, ability to seek assistance where required
- Will focus on performing tasks with consideration for client needs
- Communication skills at a higher level with simple consultations being conducted by students, under supervision

Typical technical and client care expectations

- Improved client interaction
- Developing the skills to explain treatments and procedures to clients, under supervision
- Improved personalised approach and instructions to clients
- All routine treatment on uncomplicated clients should be within the students capability
- Students are able to complete most planning and treatment consultations but may still need guidance to attain accuracy and assist with complex clients
- Extra time is still expected with procedures and tasks at this stage of development
- More confident regarding leading planning and treatment procedures
- Reflects and discusses ways to improve their clinical skills during practice
- Able to respond and manage appropriately simple client care requests in consultation with the supervisor
- Integrating knowledge of previous clients with academic knowledge

Departmental procedures/policies

- Able to follow and interpret departmental procedures and policies is increasing
- Able to source information relating to policies & procedures in the clinical environment
- Confidence building in the exercise physiology clinical environment
- Understanding of the clinical structure beyond their department and the role EP's play in the client journey

All students participating in their 2nd semester, 4th year placement will have demonstrated clinical competency in concepts and skills of the novice and primary student with the addition of;

- Assessing functional capacities (e.g. vocational/occupational, recreational, activities of daily living)
- Assessing psychosocial status in relation to lifestyle change and maintenance
- Providing solutions for barriers
- Teaching correct technique and coaching
- Managing programs e.g. Daily/weekly planner

Typical student characteristics

- Competent with basic treatment and planning in the clinical environment
- Understands the principles of privacy, confidentiality and professionalism
- Ability to undertake with supervision planning and treatment procedures with more complex and challenging clients
- Thorough knowledge of measures to support safe practice
- Ability to assess their own level of competence and client, ability to seek assistance where required
- Will focus on performing tasks with attention, empathy and due care
- Communication skills at a higher level

Typical technical and client care expectations

- Improved client interaction
- Able to explain treatments and procedures to clients & make suggestions to improve client experience, under supervision
- Improved and personalised approach and instructions to clients
- All routine treatment on uncomplicated clients will be within the students capability
- Students are more confident to complete planning and treatment consultations with more complex and challenging clients
- Reflects and discusses ways to improve their clinical skills during practice
- Able to respond and manage appropriately simple client care requests in consultation with the supervisor
- Integrating knowledge of previous clients with academic knowledge
- Can cope with more than 1 demand at a time

Departmental procedures/policies

- Understands and implements all departmental procedures and policies
- Able to source information relating to P&P in the clinical environment
- Comfortable in the exercise physiology clinical environment
- Understanding of the clinical structure beyond their department and the role EP's play in the client journey
- Able to participate in quality assurance procedures under supervision.

Final 4th year placement students can work quite autonomously some examples of contributions are;

- Establishment of 1:1 exercise programs for strength and balance resulting in improved outcomes for clients
- Delivery of additional free of charge clinic services to clients receiving EP services on site
- Increased understanding and collaboration with physiotherapy departments within the organisation in the provision of exercise for strength and balance and client wellbeing
- Great source of future employee pool having had the chance to see them perform within the organisation
- Increasing departmental productivity and client service provision and assisting with workload management

TROUBLE SHOOTING

If you have any questions regarding these placements or what is required from you and your agency while hosting students on placement, Brett Tarca (Course Coordinator – 4th year Practicum) is available to discuss any queries you may have.

Brett Tarca

(08) 8302 2906

Brett.Tarca@unisa.edu.au

PLACEMENT CONCERNS, MISCONDUCT OR UNSATISFACTORY PROGRESS

Step 1. In the first instance the supervisor should contact and discuss their concerns with the **PRIMARY CLINICAL EDUCATION CONTACT**

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Step 2. Undertake the applicable workplace resolution practices to try and resolve the issue or concern.

Step 3. Maintain regular contact with the Primary Clinical Education Contact (or delegated person) to inform them of progress or resolution

Step 4. Should the applicable workplace resolution practices be unsuccessful in resolving the situation, refer directly back to the Primary Clinical Education Contact (or delegated person). The student may be removed from placement and the matter will be managed as per University policy