

Coventry University
Faculty of Health & Life Sciences
BSc (Hons) Physiotherapy

Professional Practice Assessment Form
YEAR 2 – Entering Practice (228PH)

Name _____

Module Number : _____

Dates of Placement : From _____ to _____

Hospital _____

Unit _____

Dates of Absence from _____ to _____

Total Days Absence _____ Extra Days Worked _____

Visiting Tutor _____

Practice Educator _____
(Block Capitals Please)

This document is CONFIDENTIAL to the named student, the assessing Practice Educator and the appropriate Faculty staff.

Students value feedback on performance and identification of strengths and areas for improvement. Clinical staff are invited to give such help by use of the comments column to act as a valuable learning tool to guide future performance.

NB: Unsatisfactory performance in either Safety, Effectiveness and Evaluation or Professionalism will constitute failure which should be reflected in the overall performance mark of less than 35%.

Overall Performance Mark _____

Clinical Reasoning
Assessment _____

SECTION I – Health and Safety Guidelines

**COVENTRY UNIVERSITY
FACULTY OF HEALTH AND LIFE SCIENCES
STUDENT INDUCTION CHECKLIST**

NAME OF STUDENT..... DATES OF PLACEMENT.

PLACEMENT

The following items should be included in your induction into the organisation, preferably on your first day. Please check off the items below when they occur and inform your placement organiser of any items not covered within one week of the start of your placement. This list is not exhaustive and other topics may be covered, which you may note if you wish.

Please show this form to your University Visiting Tutor so that they have seen this form and do not foresee any health and safety problems.

TASK	Date
Introduced to key staff members and their roles explained	
Location of toilet facilities	
Location of rest room, canteen (if relevant) etc.	
Lunch, tea and coffee arrangements	
Place of work	
Dress code	
Work space	
How to answer the telephone, transfer calls and make calls both internally and externally	
Post arrangements	
Car parking	

HEALTH & SAFETY ISSUES	Date
Emergency procedures	
Safety policy received or location known	
Location of First Aid box	
First Aid arrangements (including names of first aiders)	
Fire procedures and location of fire extinguishers	
Accident reporting and location of accident book	
COSHH regulations	
Display Screen Equipment regulations/procedures	
Manual handling procedures	
Protective clothing arrangements	
Instruction on equipment participant will be using (list equipment):	
The Equality Act	
Safeguarding	
The Whistle Blowing Policy	
Expectations of placement	
Likely pattern of feedback	
Learning styles	
Expectations of placement	

Signed Student

Signed Practice Educator

Date

SECTION I – Personal Learning Outcomes

PERSONAL LEARNING OUTCOMES		
Agreed learning outcomes	How to be achieved	Outcomes achieved (including comments)
1		1
2		2
3		3
4		4
5		5

Signed: Clinical Tutor

Visiting Tutor

Student

Date

SECTION II – Performance Appraisal

PERFORMANCE CRITERIA	Fail	Pass	Good	Very Good	Excellent
<p>PROFESSIONALISM</p> <p>Observes confidentiality and ensures informed consent has been obtained.</p> <p>Behaves in a professional manner and observes professional standards.</p> <p>Developing knowledge of own professional and personal scope of practice. Learning to recognise and respect the roles and contribution of other members of the health care team. Showing enthusiasm, initiative, reliability and adaptability. Responsibility commensurate with level of education. Seeking advice appropriately.</p> <p>Professional presentation i.e. appropriate clean uniform and appearance.</p>	<p>Has observed confidentiality and obtained consent</p> <p>Despite feedback and support has shown limited ability to behave in a professional manner. Limited ability or difficulty in recognising own scope of practice. Fails or limited ability to acknowledge or respect other team member's contributions. Demonstrates limited enthusiasm and/or overconfidence. Demonstrates limited or inadequate initiative and lacks adaptability. Avoids seeking advice or requires repeated prompting. Possible evidence of unprofessional conduct. <u>Episodes of unprofessional conduct should be documented.</u></p>	<p>Has observed confidentiality and obtained consent</p> <p>Has demonstrated an acceptable standard in all aspects of professionalism, may have required some guidance. May require prompting to recognise own scope of practice or recognise the role or contribution of team. Acts in a responsible manner but occasionally demonstrates difficulty to show initiative or adaptability. Respectful to others. Seeks advice when necessary may need prompting to do this.</p>	<p>Has observed confidentiality and obtained consent</p> <p>Has demonstrated consistent standards of professionalism. Usually able to recognise own scope of practice and recognise other team members and able to make contributions. Usually seeks advice appropriately and able to act on it. Willing to accept responsibility. Using initiative and discernment when requesting help.</p>	<p>Has observed confidentiality and obtained consent</p> <p>Has maintained and adhered to professional standards even in a variety of challenging situations. Able to recognise own scope of practice. Accepts responsibility readily, initiating discussion pertinent to specific situations. Able to make effective contribution to the team. Seeks advice appropriately and implements change.</p>	<p>Has observed confidentiality and obtained consent</p> <p>Has consistently maintained professional standards throughout the placement even in the most demanding situations. Identifies appropriate strategies to further professional development. Consistently recognises own scope of practice, identifies and acknowledges team members contributions. Proactively seeks and acts on advice and consistently demonstrates initiative and discernment.</p>

Professionalism Assessment

Please document Professional warnings on page 17 of Assessment Form.

Halfway: PASS/ FAIL Educator comments**Final:**

FAIL

PASS

GOOD

VERY GOOD

EXCELLENT

Presentation and Punctuality Assessment

Professional presentation i.e. appropriate clean uniform and neat appearance.

Halfway: PASS/ FAIL Educator comments**Final:****Pass / Fail**

Please circle

SECTION II – Performance Appraisal

PERFORMANCE CRITERIA	Fail	Pass	Good	Very Good	Excellent
<p>KNOWLEDGE AND UNDERSTANDING</p> <p>Using background knowledge to apply appropriate assessment and treatment strategies, utilising concepts and technical information.</p>	<p>Despite feedback and support, limited ability to utilise background knowledge appropriately in routine assessment and treatment strategies.</p>	<p>Background knowledge applied appropriately in routine assessment and treatment strategies may require guidance to do this.</p>	<p>Draws on good background knowledge. Usually selects, justifies and applies appropriate assessment and treatment strategies in the routine situation. May require guidance to use knowledge in the non-routine situation.</p>	<p>Utilises very good background knowledge to provide appropriate assessment and treatment strategies in both routine and non-routine situations. Occasional guidance may be required.</p>	<p>Consistently applies appropriate assessment and treatment strategies both routine and non-routine throughout the placement.</p>
<p>EFFECTIVENESS AND EVALUATION</p> <p>Applying professional skills effectively and modifying appropriately for both assessment and treatment. Selecting appropriate measures to evaluate the outcome of physiotherapy with support and guidance. Fulfilling treatment objectives.</p>	<p>Despite feedback and support limited or inconsistent ability to demonstrate evidence of effectiveness and evaluation; limited or poor ability to recognise need to modify approach. Unable or fails to select appropriate measures despite guidance and support. Treatment objectives largely or partially unmet.</p>	<p>Demonstrates evidence of ongoing effectiveness and evaluation with significant support. Requires assistance to recognise need to modify approach. Able to select appropriate measures with guidance. Effective within limited scope of practice. Most treatment objectives achieved.</p>	<p>Demonstrates evidence of ongoing effectiveness and evaluation with support. Able recognise need to modify approach, may require guidance to carry this out. Able to select appropriate outcome measures. Effective practice achieving treatment objectives.</p>	<p>Demonstrates evidence of ongoing effectiveness and evaluation across caseload with occasional guidance. Able to recognise the need to modify approach and carry this out in routine situations but may require help to carry this out in non-routine situations. Able to select appropriate outcome measures using evidence. Effective practice achieving treatment objectives.</p>	<p>Demonstrates evidence of ongoing effectiveness and evaluation across caseload. Able to independently recognise the need to modify approach and carry this out in all situations with minimal support Selects most appropriate outcome measures using best evidence. Effective practice achieving treatment objectives.</p>

Knowledge and Understanding Assessment Halfway: PASS/ FAIL Educator comments			Final:	
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FAIL	PASS	GOOD	VERY GOOD	EXCELLENT
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Effectiveness and Evaluation Assessment Halfway: PASS/ FAIL Educator comments			Final:	
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FAIL	PASS	GOOD	VERY GOOD	EXCELLENT
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SECTION II – Performance Appraisal

PERFORMANCE CRITERIA	Fail	Pass	Good	Very Good	Excellent
<p>PRACTICE SKILL</p> <p>Developing and performing safe and appropriate practice skills. Demonstrates ability to adapt skills to client needs and clinical setting with support and guidance.</p> <p>Demonstrates awareness of own positioning and client comfort.</p>	<p>Despite feedback and support limited or inconsistent ability to select or apply practice skills in routine situations.</p> <p>Demonstrates unsafe or unacceptable skill.</p> <p>Limited ability or unable to progress or adapt skills to client needs.</p> <p>Limited awareness of positioning of client and self.</p>	<p>Able to select and apply practice skills in routine situations but requires significant guidance.</p> <p>Demonstrates safe and acceptable skills.</p> <p>Able to progress or adapt practice skills to client needs with support.</p>	<p>Has a range of safe and appropriate practice skills and usually able to progress or adapt to clients' needs with appropriate support and guidance.</p> <p>Developing ability to work autonomously in routine situations.</p>	<p>Has developed safe and appropriate practice skills, able to progress or adapt to clients' needs in routine situations.</p> <p>Developing ability to work autonomously in non-routine situations.</p>	<p>Has a well -developed range of appropriate practice skills and good progression and adaptability in routine and non-routine situations.</p> <p>Developing ability to work autonomously in most situations.</p>
<p>LEARNING</p> <p>Self-preparation, taking responsibility for own learning needs.</p> <p>Reflects on own performance with support and guidance to identify own learning needs and areas for development. Accepts feedback and able to identify strategies with guidance.</p>	<p>Minimal or inadequate evidence of preparation.</p> <p>Despite feedback and support unable or limited ability to reflect on performance in order to identify learning needs or develop performance. Reliant on educator guidance to improve performance.</p> <p>Unable to accept feedback/advice and/or fails to act upon it.</p>	<p>Evidence of satisfactory preparation.</p> <p>Demonstrates reflection but requires significant guidance and support to alter practice. Able to identify learning needs with prompting.</p> <p>Significant support required for self-development. Accepts feedback but requires significant support to adapt performance.</p>	<p>Evidence of good preparation.</p> <p>Demonstrates reflection but requires appropriate guidance and support to alter practice. Able to identify learning needs in 'routine' situations.</p> <p>Appropriate levels of support required to develop strategies for development. Accepts feedback but requires some support to adapt performance.</p>	<p>Evidence of very good preparation.</p> <p>Demonstrates reflection but requires occasional guidance and support to alter practice. Able to identify learning needs in 'routine' situations.</p> <p>Some guidance required for 'non-routine' situations. Occasional support required for self-development. Accepts feedback but requires occasional support to adapt performance.</p>	<p>Evidence of excellent preparation. Development of reflective ability with minimal prompting required. Minimal support required to alter practice in more 'challenging' situations. Developing an independent ability to identify own learning needs for self-development. Readily accepts feedback and able to adapt performance with minimal prompting.</p>

Practice Skill Assessment Halfway: PASS/ FAIL Educator comments		Final:		
FAIL	PASS	GOOD	VERY GOOD	EXCELLENT
Learning Assessment Halfway: PASS/ FAIL Educator comments		Final:		
FAIL	PASS	GOOD	VERY GOOD	EXCELLENT

SECTION II – Performance Appraisal

PERFORMANCE CRITERIA	Fail	Pass	Good	Very Good	Excellent
<p>COMMUNICATION</p> <p>Verbal – Developing the ability to interact with clients, carers, members of the interprofessional team and educator.</p> <p>Demonstrates awareness and sensitivity to clients and carer needs.</p> <p>Demonstrates appropriate verbal, non-verbal, and listening skills.</p>	<p>Despite feedback and support limited or inconsistent ability to communicate appropriately with some or all parties. (E.g. uncomfortable or over confident). Despite feedback and support limited or inconsistent ability to recognise the impact of inappropriate or inaccurate communication.</p> <p>Lacks awareness and sensitivity.</p>	<p>Demonstrates appropriate and accurate communication in routine contexts, may need guidance. Requires significant support to recognise more complex situations. Some evidence of awareness and sensitivity with scope for improvement.</p>	<p>Demonstrates appropriate and accurate communication in routine contexts. Require support to recognise more complex situations. Evidence of awareness and sensitivity with some scope for improvement.</p>	<p>Demonstrates effective communication and, usually able to do this in more complex situations with some guidance. Demonstrates awareness and sensitivity to others responding to guidance where necessary.</p>	<p>Demonstrates accurate, concise and effective communication even in more complex situations with occasional support. Demonstrates awareness and sensitivity to others.</p>
<p>Written - Communication meets professional and legal requirements in accordance with unit policy e.g. notes and reports.</p> <p>Documentation demonstrates logical order, accuracy and evidence of clinical reasoning.</p>	<p>Despite feedback and support limited or inconsistent ability to meet professional and legal requirements.</p> <p>Despite feedback documentation lacks order, clarity or is inaccurate. Support needed to document clinical reasoning.</p>	<p>Meets professional and legal standards. Some inaccuracies and omissions requiring support. Support needed to demonstrate evidence of clinical reasoning & guidance required to improve clarity.</p>	<p>Meets professional and legal standards. Usually demonstrates order and clarity with occasional omissions. May require support to be accurate and concise and demonstrate clinical reasoning.</p>	<p>Meets professional and legal standards. Written communication is, accurate, concise, easy to read. Developing clinical reasoning evident and logical throughout documentation.</p>	<p>Meets professional and legal standards. Written Communication is comprehensive, accurate, concise and easy to read. Clinical reasoning evident and logical throughout documentation.</p>

Verbal Communication Assessment Halfway: PASS/ FAIL Educator comments		Final:		
FAIL	PASS	GOOD	VERY GOOD	EXCELLENT
Written Communication Assessment Halfway: PASS/ FAIL Educator comments		Final:		
FAIL	PASS	GOOD	VERY GOOD	EXCELLENT

SECTION II – Performance Appraisal

PERFORMANCE CRITERIA	Fail	Pass	Good	Very Good	Excellent
<p>SELF-MANAGEMENT</p> <p>Developing ability to Manage workload appropriate to practice environment (e.g. pace of work and time management). Developing ability to use time, people and other resources effectively. Ability to integrate into unit routine and adapt to the local model of team working.</p>	<p>Despite feedback and support limited or inconsistent ability to carry an appropriate workload. Has worked unacceptably slowly or inflexibly throughout the placement. Has limited ability to utilise time and/or resources available. Has found integration into unit difficult, unable to adapt to local model of work.</p>	<p>Requires guidance and support to carry an appropriate workload. Has worked at an acceptable pace where the situation was routine. Planned own workload with assistance. May need support to be flexible and/ or work at a satisfactory pace. Utilised team members and resources with prompting. Has integrated into unit and adapted to local model of work.</p>	<p>Efficient pace of work and time management in routine situations requires support in non-routine situations. Has planned own workload with some assistance. Has made good use of all resources. Has integrated well into unit and adapted to local model of work.</p>	<p>Efficient pace of work and time management, usually able to be flexible and adapt to non-routine situations. Has planned own workload with minimal assistance. Has actively maximised use of all resources. Quickly integrated into unit and interprofessional team.</p>	<p>Consistent demonstration of efficient pace of work and time management, able to be flexible and adapt to non-routine situations. Has independently planned own workload. Has actively maximised use of all resources. Proactively integrated into unit and interprofessional team.</p>
<p>SAFETY</p> <p>Observing general safety precautions and infection control policies at all times in client handling and use of equipment in diverse environments. Awareness of contraindications. Awareness of personal safety.</p>	<p>PRACTICE WHICH MAY BE UNSATISFACTORY:</p> <ul style="list-style-type: none"> Negligent Reckless Careless Wilful Deceitful Lack of awareness Lack of heed to warnings Lack of hand washing Inability to apply reasoning to practice Unfamiliarity with rules of professional conduct Acting outside of scope of practice Overconfident and any persistent unsafe practice 		<p>Please document Safety Warnings on page 17 of Assessment Form.</p>		

Self-Management Assessment Halfway: PASS/ FAIL Educator comments			Final:	
FAIL	PASS	GOOD	VERY GOOD	EXCELLENT
Safety Assessment Halfway: PASS/ FAIL Educator comments			Final:	
			<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Pass/Fail Please circle </div>	

Marks must be allocated within the following categories:

- a. Excellent (First) – 72, 75, 78, 82, 85, 88, 90, 95, 100
- b. Very Good (Upper Second) – 62, 65, 68
- c. Good (Lower Second) – 52, 55, 58
- d. Pass (Third) – 42, 45, 48
- e. Fail – 0, 10, 20, 30, 35

Overall Performance Mark P.E. signed Date Student signed	
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SECTION III – Halfway Development Needs and Action Plan

DEVELOPMENT NEEDS IDENTIFIED AND ACTION PLAN AS A RESULT OF HALFWAY DISCUSSION

Practice Educator's Signature Date

Student's Signature Date.....

SECTION IV – Clinical Reasoning Viva

228PH Entering Practice: Criteria for Clinical Reasoning Assessment

Classification	Criteria
<p>Excellent</p> <p>90, 95, 100 82, 85, 88 72, 75, 78</p>	<p>Excellent clarity & logical presentation of information gained from medical notes and client</p> <p>Evidence of very wide reading</p> <p>Breadth and depth of background knowledge</p> <p>Thorough justification of approach to holistic management</p> <p>Excellent awareness of interprofessional implications</p> <p>Strong analytical capabilities and prioritization of clinical issues</p> <p>Excellent communication skills and feedback</p>
<p>Very Good</p> <p>62, 65, 68</p>	<p>Very good logical presentation of information gained from medical notes and client</p> <p>Evidence of wide reading</p> <p>Very good background knowledge</p> <p>Very good justification of approach to holistic management</p> <p>Very good awareness of interprofessional implications</p> <p>Well-developed analytical capabilities and prioritization of clinical issues</p> <p>Very good communication skills and feedback</p>
<p>Good</p> <p>52, 55, 58</p>	<p>Sound logical presentation of information gained from medical notes and client, elicited with minimal prompting</p> <p>Evidence of reading around specific topics</p> <p>Good basic background knowledge</p> <p>Good justification of approach to holistic management</p> <p>Good awareness of interprofessional implications</p> <p>Evidence of sound analytical capabilities and prioritisation</p> <p>Good communication skills and feedback</p>
<p>Pass</p> <p>42, 45, 48</p>	<p>Adequate presentation of information gained from medical notes and client with some prompting</p> <p>Evidence of some reading</p> <p>Limited background knowledge possibly superficial in nature</p> <p>Adequate justification of approach</p> <p>Adequate awareness of interprofessional implications</p> <p>Some indication of basic analytical capabilities</p> <p>Fair communication skills and feedback in need of further development</p>
<p>Fail</p> <p>0, 10, 20, 30, 35</p>	<p>Poor presentation of information from medical notes & client, lacking logic and with omissions</p> <p>No real evidence of reading</p> <p>Lack of background knowledge to underpin practice</p> <p>Confused justification of approach</p> <p>Poor awareness of interprofessional implications</p> <p>Poor analytical capabilities</p> <p>Communication poor, inappropriate or requiring significant prompting</p> <p>Serious inadequacies falling short of criteria justifying unsatisfactory banding</p>

CLINICAL REASONING ASSESSMENT

Classification	Comments / Feedback

Overall Clinical Reasoning Mark

Assessors:

Signed

Date

Signed

Date

Signed (Student).....

SECTION V – Feedback, Progression and Safety Warnings

COMMENTS – PRACTICE EDUCATOR

(Including comments gleaned from colleagues and other members of the multi-disciplinary team – personal attributes such as organisation, social interaction with colleagues, sense of humour etc.).

Signed **Date**

STUDENT'S EVALUATION OF PLACEMENT

Students must record their own evaluation of this placement. This form is NOT COMPLETE until this has been done. Only completed forms should be submitted to the Assignment Handling Office.

What aspects/ objectives do you want to / need to develop in your next practice experience?

- 1
- 2
- 3
- 4

Signed **Date**.....

Seen by Educator (Educator's signature)

COMMENTS – VISITING TUTOR (This section is not mandatory)

PROFESSIONAL AND SAFETY WARNINGS (Both Educator and student should sign and date after a description of the incident. Any completed Student Incident Report Form should be attached to this document).

P.T.O.

PLEASE ATTACH TO ASSESSMENT FORM:

- 1. Clinical Reasoning Summary Sheets (a dated original copy, signed by the Practice Educator, Visiting Tutor & the student).**
- 2. Any Student Incident Report Forms**

Please Return to:

**Assignment Handling Office
Richard Crossman Building
Coventry University
Faculty of Health & Life Sciences
Priory Street
Coventry
CV1 5FB**

The Practice Educator should email the mark given for Performance and Clinical Reasoning Viva to: physioplacement.hls@coventry.ac.uk