

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

Professional Practice Assessment Form
YEAR 2 – Progressing Practice (229PH)

Name _____

Student ID 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
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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	

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. Demonstrating knowledge of own professional and personal scope of practice. Recognising and respecting 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.</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>	Despite feedback and support, limited ability to utilise background knowledge appropriately in routine assessment and treatment strategies.	Background knowledge applied appropriately in routine assessment and treatment strategies may require guidance.	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.	Utilises very good background knowledge to provide appropriate assessment and treatment strategies in both routine and non-routine situations. Occasional guidance may be required.	Consistently applies appropriate assessment and treatment strategies, both routine and non-routine, even in challenging situations, throughout the placement.
<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; may require some support and guidance.</p> <p>Fulfilling treatment objectives demonstrating that on-going evaluation is performed, utilising evidence where appropriate.</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.	May require guidance to demonstrate evidence of ongoing effectiveness and evaluation. Prompting required to recognise need to modify approach. Able to select appropriate measures with guidance. Effective within appropriate scope of practice. Most treatment objectives achieved.	Demonstrates evidence of ongoing effectiveness and evaluation, may require occasional support. Able to modify approach, but may require guidance in non-routine situations. Selects appropriate measures using appropriate evidence. Effective practice achieving treatment objectives.	Demonstrates evidence of ongoing effectiveness and evaluation across caseload. Able to recognise the need to modify approach and carry this out even in non-routine situations. Selects most appropriate measure and supports decision with evidence. Effective practice achieving treatment objectives.	Consistently 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. Selects most appropriate outcome measure with best evidence. Effective practice achieving treatment objectives.

Knowledge and Understanding Assessment Halfway: PASS/ FAIL Educator comments		Final:		
FAIL	PASS	GOOD	VERY GOOD	EXCELLENT
Effectiveness and Evaluation 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>PRACTICE SKILL</p> <p>Developing and performing safe and appropriate autonomous practice skills. Demonstrates ability to adapt skills to client needs and clinical setting, may require some 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. Demonstrates some limited ability to work autonomously.</p>	<p>Has a range of safe and appropriate practice skills and usually able to progress or adapt to clients’ needs.</p> <p>Demonstrates ability to work autonomously in routine situations but requires support 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>Demonstrates ability to work autonomously in most situations.</p>	<p>Has consistently demonstrated a broad range of excellent practice skills. Practices autonomously within challenging and varying clinical situations.</p>
<p>LEARNING</p> <p>Self-preparation, taking responsibility for own learning needs. Reflects on own performance and uses insight to identify own learning needs and areas for development. Accepts feedback and able to identify learning strategies.</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 needs guidance and support to alter practice. Able to identify learning needs with prompting.</p> <p>Support required for self-development.</p> <p>Accepts feedback but may require support to adapt performance.</p>	<p>Evidence of good preparation. Usually able to reflect and evaluate own performance but may need support to alter practice. Able to identify own learning needs. May require support to develop strategies for development.</p> <p>Accepts feedback readily but requires occasional support to adapt performance.</p>	<p>Evidence of very good preparation. Actively seeks learning opportunities.</p> <p>Demonstrates reflection and critical awareness but may require occasional support to alter practice. Able to identify own learning needs and strategies for development.</p> <p>Makes good use of feedback and adapts performance with minimal prompting.</p>	<p>Evidence of excellent preparation. Consistent demonstration of actively maximising learning opportunities.</p> <p>Consistent demonstration of reflection and critical awareness. Identifies own learning needs and strategies for development. Accepts feedback and able to adapt performance appropriately.</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 – able to interact with clients, carers, members of the interprofessional team and educator at an appropriate level. Demonstrates awareness and sensitivity to clients and carer needs. 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. Lacks awareness and sensitivity.</p>	<p>Demonstrates appropriate and accurate communication in routine contexts, may require prompting. Requires support to recognise more complex situations. Some evidence of awareness and sensitivity with scope for improvement.</p>	<p>Demonstrates effective communication in most situations, may need guidance in more complex situations. Demonstrates awareness and sensitivity to others in routine situations, responding to guidance where necessary.</p>	<p>Demonstrates accurate, concise & effective communication even in more complex situations. Demonstrates awareness and sensitivity to others.</p>	<p>Consistently demonstrates succinct and accurate communication skills in demanding situations.</p> <p>Consistently demonstrates awareness and sensitivity to others in all circumstances.</p>
<p>Written - Communication meets professional and legal requirements in accordance with unit policy e.g. notes and reports. Documentation demonstrates logical order, accuracy and clarity and with clear evidence of clinical reasoning throughout.</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 some support. Some guidance required to improve clarity. Some evidence of clinical reasoning demonstrated.</p>	<p>Meets professional and legal standards. Usually demonstrates order and clarity with occasional omissions. May require support to be accurate and concise. Evidence of clinical reasoning demonstrated.</p>	<p>Meets professional and legal standards. Written communication is accurate, concise, and easy to read. Clinical reasoning evident and logical throughout documentation.</p>	<p>Meets professional and legal standards. Communication consistently 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>Manages workload appropriate to practice environment (Pace of work and time management). Using time, people and other resources effectively. Ability to integrate into unit routine, adapting 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>May require guidance and support to carry an appropriate workload. Has worked at an acceptable pace where the situation was routine. Planned own workload with some 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; may require support in non-routine situations. Has planned own workload with minimal 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. 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, even in challenging 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> <p>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>		<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:		
			Pass/Fail Please circle		

Marks should 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

229PH Progressing 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