

Coventry University
Faculty of Health & Life Sciences
BSc (Hons) Physiotherapy
Professional Practice Assessment Form
**YEAR 3 – Progressing to Autonomous
Practice (335PH)**

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	
Other Issues	
Expectations of placement	
Likely pattern of feedback	
Learning styles Expectations of student	

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 observing professional standards. Demonstrating accountability and knowledge of own professional and personal scope of practice. Recognising and respecting the roles and contribution of client and carers and other members of the health care team. Initiating appropriate relationships within the team. Demonstrating personal and professional insight, 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 breached confidentiality and/or not obtained consent</p> <p>Despite feedback and support has shown limited ability to behave in a professional manner. Demonstrates limited ability to work within a professional and personal scope of practice. Fails or shows limited ability to effectively collaborate with the other members of the health care team, or clients and carers in promoting client benefits. Fails to assume responsibility for all aspects of physiotherapy delivery of care including appropriate consultation.</p> <p><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 ability to work within scope of practice or to effectively collaborate with other members of the health care team, clients and carers.</p> <p>Assumes responsibility in all aspects of physiotherapy delivery but occasionally demonstrates difficulty to show initiative or adaptability. Seeks advice when necessary, may need some prompting.</p>	<p>Has observed confidentiality and obtained consent</p> <p>Has demonstrated consistent standards of professionalism. Demonstrates the ability to work within own scope of practice and the ability to collaborate with other team members, clients and carers.</p> <p>Willing to assume responsibility for all aspects of physiotherapy delivery and is able to recognise own scope of practice. Seeks advice appropriately and able to act on it.</p>	<p>Has observed confidentiality and obtained consent</p> <p>Has maintained and adhered to professional standards even in a variety of challenging situations. Clearly demonstrates an ability to work within own scope of practice. Clear ability to collaborate with other members of the healthcare team, clients and carers.</p> <p>Accepts responsibility readily for all aspects of physiotherapy delivery. Readily and appropriately consults others and clearly acts on advice.</p>	<p>Has observed confidentiality and obtained consent</p> <p>Has consistently maintained professional standards throughout the placement even in the most demanding situations. Demonstrates consistent ability to work independently within own scope of practice and with other members of the healthcare team, clients and carers.</p> <p>Accepts responsibility for all aspects of physiotherapy delivery in a variety of situations. Proactively consults others and shows ability to act and change own practice.</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>Applies appropriate background knowledge and evidence to select and justify appropriate assessment and treatment strategies, utilising concepts and technical information.</p>	<p>Despite feedback and support, limited ability to apply and utilise background knowledge and evidence to justify appropriate assessment and treatment strategies</p>	<p>Satisfactory ability to apply background knowledge and evidence to justify appropriate assessment and treatment strategies utilising concepts and technical information.</p>	<p>Good ability to apply background knowledge and evidence to justify appropriate assessment and treatment strategies utilising concepts and technical information.</p>	<p>Very good ability to apply background knowledge and evidence to justify appropriate assessment and treatment strategies utilising concepts and technical information.</p>	<p>Excellent and consistent ability to apply background knowledge and evidence to justify appropriate assessment and treatment strategies utilising concepts and technical information.</p>
<p>EFFECTIVENESS AND EVALUATION</p> <p>Selecting and modifying professional skills of assessment, treatment and management strategies in partnership with the client. Ensures decisions made with the client are evidence informed. Using appropriate and relevant outcomes of physiotherapy. Appropriately evaluates client and service outcomes.</p>	<p>Despite feedback and support, limited demonstration of ability to select and modify clinical skills, in partnership with the client; interventions ineffective.</p> <p>Fails to select appropriate evidence and outcome measures despite guidance and support; ineffective evaluation.</p>	<p>Able to select and modify clinical skills in partnership with the client but requires support and guidance to do so.</p> <p>Able to select appropriate evidence and outcome measures and evaluate client and service outcomes with guidance and support.</p>	<p>Able to select and modify clinical skills in partnership with the client, may require guidance in non-routine situations.</p> <p>Able to select appropriate evidence and outcome measures and evaluate client and service outcomes with occasional support.</p>	<p>Able to effectively select and modify clinical skills in partnership with the client.</p> <p>Able to independently select appropriate evidence and outcome measures and evaluate client and service outcomes.</p>	<p>Consistently demonstrates the ability to effectively and independently select and modify clinical skills, in partnership with the client.</p> <p>Able to independently select appropriate evidence and outcome measures and evaluate client and service outcomes.</p>

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. Ability to adapt skills to individual client needs and clinical setting.</p> <p>Able to demonstrate integration of transferable skills from previous experience. 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 individual client needs.</p> <p>Unable to utilise transferable skills</p> <p>Limited awareness of positioning of client and self.</p>	<p>Able to select and apply practice skills in routine situations but requires guidance to do so.</p> <p>Demonstrates safe and acceptable skills. Able to progress or adapt practice skills to client needs with support.</p> <p>Demonstrates some limited ability to work autonomously.</p> <p>Requires guidance to utilise transferable skills.</p>	<p>Has a range of safe and appropriate practice skills and usually able to progress or adapt to client's needs, may require support. Able to work autonomously in routine situations but may require support in non-routine situations.</p> <p>Utilises transferable skills well, this may require prompting.</p>	<p>Has developed safe and appropriate practice skills, able to progress or adapt to clients' needs in routine and non-routine situations.</p> <p>Able to work autonomously in most situations integrating transferable skills.</p>	<p>Has a well-developed range of appropriate practice skills and excellent progression and adaptability in routine and non-routine situations.</p> <p>Practices autonomously with challenging and varying clinical situations integrating transferable skills.</p>
<p>LEARNING</p> <p>Self-preparation, taking responsibility for own learning needs and identifying areas for future development.</p> <p>Critically reflects on own performance, identifies own learning needs.</p> <p>Accepts feedback & initiates appropriate action.</p>	<p>Minimal or inadequate evidence of self-preparation. Fails to take responsibility for own learning needs.</p> <p>Despite feedback and support unable or limited ability to critically reflect on performance in order to identify learning needs for future development of own performance.</p> <p>Unable to accept feedback/advice and/or fails to act upon it.</p>	<p>Evidence of preparation. Able to take responsibility for own learning needs and to identify areas for future development. Able to critically reflect but requires guidance and support to alter practice.</p> <p>Able to identify learning needs for future development of own performance.</p> <p>Accepts feedback but requires support to adapt performance.</p>	<p>Evidence of good preparation and ability to take responsibility for own learning needs and also to identify areas for future development. Able to critically reflect but may require some guidance and support to alter practice. Able to identify learning needs to develop own performance.</p> <p>Accepts feedback but may require occasional support to adapt performance.</p>	<p>Evidence of very good preparation and ability to take responsibility for own learning needs and also to identify areas for future development.</p> <p>Critically reflects to alter own performance with minimal support. Clearly able to identify learning needs to develop own performance.</p> <p>Has improved performance independently following feedback</p>	<p>Evidence of excellent preparation and ability to take responsibility for own learning needs and also to identify areas for future development.</p> <p>Demonstrates critical reflection and is able to alter own performance as necessary</p> <p>Able to independently identify own learning needs for self-development.</p> <p>Has improved performance independently.</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 – Collaborates with clients, carers, members of the inter-professional team/agency and educator. Initiates and maintains effective communication at an appropriate level.</p> <p>Demonstrates sensitivity to clients and carer needs, taking into account, psychosocial, physical and cultural factors.</p> <p>Demonstrates appropriate verbal, non-verbal and listening skills.</p>	<p>Despite feedback and support limited or inconsistent ability to collaborate appropriately with some or all parties. Fails to initiate and/or maintain effective communication. Despite feedback and support limited or inconsistent ability to demonstrate sensitivity towards clients and carers.</p> <p>Despite feedback and support shows limited or inconsistent ability to demonstrate appropriate verbal, non-verbal and listening skills.</p>	<p>Appropriate levels of collaboration with some or all parties but may require guidance. Able to maintain effective communication but requires prompting to initiate at times. Able to demonstrate sensitivity towards clients and carers with support and guidance.</p> <p>Able to demonstrate appropriate verbal, non-verbal and listening skills.</p>	<p>Demonstrates effective collaboration in routine contexts. Occasionally demonstrates difficulty in some aspects but responds to guidance. Maintains effective communication at most times, requires support in more complex situations. Able to demonstrate sensitivity towards clients and carers in the majority of circumstances.</p> <p>Able to demonstrate effective verbal, non-verbal and listening skills.</p>	<p>Demonstrates effective collaboration and communication, even in more complex situations with minimal support.</p> <p>Very good awareness and sensitivity toward clients and carers.</p> <p>Able to consistently demonstrate effective verbal, non-verbal and listening skills.</p>	<p>Demonstrates effective collaboration even in more complex situations. Consistently maintains effective communication. Consistently demonstrates awareness & sensitivity toward client and carers including the most complex circumstances.</p> <p>Able to consistently demonstrate effective verbal, non-verbal and listening skills.</p>
<p>WRITTEN - communication meets professional and legal requirement in accordance with unit policy e.g. notes and reports.</p> <p>Documentation demonstrates logical order, accuracy and clarity and with clear evidence of clinical reasoning.</p>	<p>Despite feedback and support limited or inconsistent ability to meet professional and legal requirements in accordance with Unit Policy.</p> <p>Despite feedback documentation lacks order, clarity or is inaccurate. Support required to document clinical reasoning.</p>	<p>Meets professional and legal standards in accordance with Unit Policy. Some inaccuracies and omissions in documentation.</p> <p>Requires support to demonstrate clarity. Some evidence of clinical reasoning.</p>	<p>Meets professional and legal standards in accordance with Unit Policy.</p> <p>Documentation usually demonstrates accuracy, order and clarity. May require support to be concise.</p> <p>Evidence of clinical reasoning throughout.</p>	<p>Meets professional and legal standards in accordance with Unit Policy.</p> <p>Documentation is accurate, clear and concise.</p> <p>Clinical reasoning is evident and logical throughout.</p>	<p>Meets professional and legal standards in accordance with Unit Policy. Documentation consistently clear, comprehensive, accurate, concise.</p> <p>Clinical reasoning is clearly 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>Demonstrates an ability to effectively manage self and assigned caseload. Using skills of initiative in making effective use of time, personnel and other resources effectively. Able to be flexible and adaptable. Demonstrates 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 effectively manage self and assigned caseload.</p> <p>Unable to use initiative to make effective use of time, personnel and other resources effectively.</p> <p>Lacks ability to be flexible and adaptable</p> <p>Has found integration into unit difficult, unable to adapt to local model of team working.</p>	<p>Requires guidance and support to effectively manage self and assigned caseload.</p> <p>Demonstrates initiative to make use of time and resources. May need support to be flexible and adaptable in non- routine situations.</p> <p>Utilised team members and resources with prompting.</p> <p>Has integrated into unit and adapted to local model of team working.</p>	<p>Able to effectively manage self and assigned caseload with minimal assistance.</p> <p>Has made good use of all resources, using own initiative, and is usually able to be flexible and adapt to non-routine situations.</p> <p>Has integrated well into unit and adapted to local model of team working.</p>	<p>Able to effectively manage self and assigned caseload independently.</p> <p>Demonstrates very good initiative and use of all resources and is able to be flexible and adaptable in most situations.</p> <p>Quickly integrated into unit routine, adapting to the local model of team working.</p>	<p>Consistent demonstration of ability to effectively manage self and assigned caseload.</p> <p>Has actively maximised use of all resources.</p> <p>Proactively integrated into Unit routine, adapting to the local model of team working.</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 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- Presentation and Summary Paper.

335PH Progressing to Autonomous Practice: Criteria for Clinical Reasoning Assessment

Classification	Criteria
Excellent 90, 95, 100 82, 85, 88 72, 75, 78	<p>Excellent comprehensive introduction to the presentation of a topic strongly embedded in practice environment and the broader healthcare context. Presentation may be inspiring, imaginative, thought provoking and novel. Description is explicit throughout. Rigorous use of knowledge and selection of evidence justifies the clear and coherent line of argument. Strong critical analysis throughout. Comprehensive conclusion. Excellent presentation skills; engaging and professional throughout. Summary paper extensive and representative; no errors.</p>
Very Good 62, 65, 68	<p>Very good introduction, aims and definitions clearly expressed. Topic appropriately embedded in practice environment and thoroughly described. Very good knowledge, understanding and selection of evidence with some inconsistencies, justifies the application to practice and the broader healthcare context. The argument is logical, clearly presented and supported by very good critical analysis. Well focussed conclusion, appropriate to presentation. Strong presentation and communication skills, accurate timing, very good engagement with audience and professional approach. Summary paper is fully representative, with no errors. Grammar, professional language and references accurate throughout.</p>
Good 52, 55, 58	<p>Good introduction outlining the aims of presentation and defining important terms. Appropriate topic linked to practice environment; suitably described. Demonstrates sound knowledge and understanding of the evidence and its application to practice with careful consideration of the broader healthcare context. The argument is logical and clear with sound critical analysis in parts. Clear appropriate conclusion. Generally good presentation skills with minor issues in delivery, timing, engagement with audience or professional approach. Good summary paper with minor inconsistencies or errors in key points, references, grammar or language</p>
Pass 42, 45, 48	<p>Satisfactory introduction outlining the main aim of the presentation. Appropriate topic for practice environment; superficially described. Satisfactory definition of important terms. Some omissions in knowledge and understanding of the evidence and its application to practice with limited consideration of the broader healthcare context (H&S, MDT, & Family). The argument lacks logic and clarity, with superficial critical analysis. Satisfactory conclusion which may lack clear focus. Satisfactory presentation skills, some issues with delivery, timing, engagement with audience or professional approach. Summary paper not fully representative, with inconsistencies or errors in key points, references, grammar or language</p>
Fail 0, 10, 20, 30, 35	<p>Poor introduction, the aims of the presentation are unclear. Topic may not be related particularly to the practice environment and is poorly described. Definition of terms is ambiguous. Knowledge and understanding of evidence is lacking or poorly expressed; its application to practice is weak or tenuous. Consideration of the broader healthcare context is minimal or absent. The argument is weak or unclear, with insufficient scope of critical analysis. Conclusion is inappropriate to presentation. Poor presentation skills, significant issues with delivery or timing. Unacceptable engagement with audience or unprofessional approach. Summary paper is misleading or unrepresentative of presentation with errors and omissions of key points, references, grammar or language.</p>

CLINICAL REASONING ASSESSMENT – Presentation and Summary Paper.

Introduction
Content
Conclusion
The Presentation
The Summary Paper
General Comments

Overall Clinical Reasoning Mark
(Presentation and Summary Paper)

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).

PTO

PLEASE ATTACH TO ASSESSMENT FORM:

- 1. Clinical Reasoning Slide Presentation Hand-out and Summary Paper (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