

Coventry University
Faculty of Health & Life Sciences
BSc (Hons) Physiotherapy
Professional Practice Assessment Form
YEAR 3 – Engaging in Quality Practice
(336PH)

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 role models professional behaviours. Is accountable for own professional and personal scope of practice. Effectively collaborates with clients, carers and other members of the healthcare team in promoting client benefit and team functioning. Assumes responsibility for all aspects of physiotherapy delivery demonstrating enthusiasm, initiative, reliability and adaptability. Recognises own scope of practice and consults 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 recognise own professional and personal scope of practice. Fails or shows limited ability to effectively collaborate with clients, carers and other members of the health care team in promoting clients' 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 clients, carers and other members of the health care team. 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 ability to work in own scope of practice and demonstrates the ability to collaborate with clients, carers and other team members promoting client benefit. 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 in a variety of challenging situations. Clearly demonstrates an ability to work within own scope of practice. Clear ability to collaborate with clients, carers and other members of the healthcare team. 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 demanding situations. Demonstrates consistent ability to work independently within own scope of practice and with clients, carers and other members of the healthcare team. 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>Critically integrates knowledge and a diversity of current evidence to select and justify appropriate decision making in partnership with the client.</p>	<p>Despite feedback and support, limited ability to critically integrate a diversity of current evidence to select and justify appropriate decision making in partnership with the client.</p>	<p>Satisfactory ability to critically integrate a diversity of current evidence to select and justify appropriate decision making in partnership with the client.</p>	<p>Good ability to critically integrate a diversity of current evidence to select and justify appropriate decision making in partnership with the client.</p>	<p>Very good ability to critically integrate a diversity of current evidence to select and justify appropriate decision making in partnership with the client.</p>	<p>Excellent and consistent ability to critically integrate a diversity of current evidence to select and justify appropriate decision making in partnership with the client.</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.</p> <p>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 professional 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 professional 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 professional 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 professional 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 professional 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>Provides safe and effective client care that reflects autonomous decision making in collaboration with the client. Demonstrates integration of transferable skills from previous experiences including resource allocation, ethical decision making, risk and quality assessment. Demonstrates awareness of own positioning and client comfort.</p>	<p>Despite feedback and support limited or inconsistent ability to select or apply safe & effective practice skills in routine situations. Demonstrates unsafe or unacceptable skill.</p> <p>Limited ability or unable to progress or adapt transferable skills from previous experience.</p> <p>Limited awareness of positioning of client and self.</p>	<p>Able to select and apply practice skills reflecting autonomous decision making in routine situations but requires guidance to do so. Demonstrates safe and acceptable skills.</p> <p>Able to integrate or adapt transferable skills from previous experience with support and guidance.</p> <p>Demonstrates awareness of positioning of client and self.</p>	<p>Has a range of safe and appropriate practice skills providing safe and effective client centred care. May require some support with autonomous decision making.</p> <p>Able to work autonomously in routine situations integrating transferable skills but may require support in non-routine situations.</p>	<p>Demonstrates well developed safe and effective practice skills, reflecting autonomous client centred practice.</p> <p>Integrating transferable skills and adapting them well in routine and non-routine situations.</p>	<p>Consistently demonstrates well developed safe and effective practice skills, reflecting autonomous client centred practice throughout the placement.</p> <p>Integrating transferable skills and adapting them well even in challenging and varying situations.</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 and takes appropriate action.</p> <p>Accepts feedback & initiates appropriate action.</p>	<p>Minimal or inadequate evidence of preparation. Unable to take responsibility for own learning needs and identify areas for future development.</p> <p>Despite feedback and support unable or demonstrates limited ability to critically reflect on performance in order to identify learning needs or develop own performance.</p> <p>Unable to accept feedback/advice and/or fails to act upon it.</p>	<p>Evidence of preparation and able to take responsibility for own learning needs and to identify areas for future development.</p> <p>Able to critically reflect but requires guidance and support to identify learning needs to develop own performance.</p> <p>Accepts feedback but requires support to adapt performance.</p>	<p>Evidence of good preparation and readily takes responsibility for own learning needs and identify areas for future development.</p> <p>Able to critically reflect and may require some support to identify learning needs develop performance.</p> <p>Accepts feedback but requires guidance to adapt performance.</p>	<p>Evidence of very good preparation and ability to take responsibility for own learning needs and also to identify area 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. Accepts feedback readily but requires occasional support to adapt performance.</p>	<p>Evidence of excellent preparation and ability to take responsibility for own learning needs and also to identify area for future development.</p> <p>Demonstrates critical reflection to alter own performance. 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- Communicates professionally, ethically and effectively in establishing a therapeutic relationship with clients and caregivers by sharing information and resources, encouraging and responding to questions, and justifying clinical recommendations.</p> <p>Demonstrates sensitivity in relation to unique client and caregiver circumstances taking into account the cultural, psychosocial, emotional or physical factors. Communicates with other disciplines and stakeholders respectfully, constructively and effectively. Contributes to the team process.</p>	<p>Despite feedback and support limited or inconsistent ability to communicate appropriately with some or all parties.</p> <p>Despite feedback and support limited or inconsistent ability to establish therapeutic relationships with clients, carers or communicate effectively with members of the team.</p> <p>Unable to respond to the individual needs of clients, e.g. may lack sensitivity to cultural or psychosocial aspects.</p>	<p>Demonstrates professional and effective communication with all parties but may need guidance to do this.</p> <p>Able to establish appropriate therapeutic relationships with clients and carers in routine contexts. Requires support in more complex situations.</p> <p>Evidence of awareness and sensitivity to respond holistically to individual needs of client with scope for improvement.</p>	<p>Demonstrates professional and effective communication with all parties in routine contexts.</p> <p>Able to establish appropriate therapeutic relationships with clients and carers in most contexts. May requires guidance in more complex situations.</p> <p>Evidence of good awareness and sensitivity to respond holistically and to adjust communication to individual client needs in most cases.</p>	<p>Demonstrates professional and effective communication, able to do this in more complex situations with some guidance.</p> <p>Can readily establish therapeutic relationships and only requires occasional guidance.</p> <p>Evidence of very good awareness and sensitivity to respond holistically and to adjust communication to individual client needs in most cases.</p>	<p>Demonstrates professional and effective communication even in more complex situations.</p> <p>Consistently establishes therapeutic relationships throughout the placement.</p> <p>Excellent holistic communication meeting the needs of clients throughout the placement.</p>
<p>WRITTEN communication is appropriate for the specific area of practice and meets professional and legal requirements.</p> <p>Documentation is logical, accurate, clear and concise providing clear evidence of clinical reasoning throughout.</p>	<p>Despite feedback and support limited or inconsistent ability to meet professional and legal requirements of specific practice placement.</p> <p>Despite feedback documentation is inaccurate, lacks logical order and clarity. Support required to document clinical reasoning.</p>	<p>Meets professional and legal standards and is appropriate to area of practice. Possible minor inaccuracies and omissions requiring support. Some guidance required to improve clarity and/or adequate evidence of clinical reasoning.</p>	<p>Meets professional and legal standards appropriate to practice area. Usually demonstrates order and clarity with occasional minor omission, may require occasional support to be concise. Evidence of clinical reasoning.</p>	<p>Meets professional and legal standards appropriate to practice area. Written communication comprehensive, accurate, concise, easy to read. Clinical reasoning evident and logical throughout documentation.</p>	<p>Meets professional and legal standards appropriate to practice area. Communication consistently comprehensive, accurate, concise, easy to read. Clinical reasoning 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>Performs as an autonomous practitioner in terms of managing caseload efficiently, effectively delegating to others and utilizing appropriate resources. Demonstrates ability to integrate knowledge and skills to contribute to the function of the team/service</p>	<p>Despite feedback and support limited or inconsistent ability to manage an appropriate caseload efficiently and effectively. Has worked unacceptably slowly or found difficulty in delegating work. Has limited ability to utilise time and/or resources available. Has found integration of knowledge and skills to contribute the team/unit difficult, unable to adapt to local model of work.</p>	<p>Requires guidance and support to manage an appropriate caseload efficiently and effectively. Has worked at an acceptable pace in routine situations. Planned own workload and delegation with some assistance. Utilised team members and resources with prompting. Has integrated into Unit and contributed to the function of the team/service.</p>	<p>Good pace of work and caseload management in routine situations, may requires support in non- routine situations. Has planned own caseload and delegation with minimal assistance. Has made good use of all resources. Has integrated well into Unit and made good contribution to the function of the team/service</p>	<p>Very good pace of work and caseload management, able to be flexible and adapt to all situations. Has planned own caseload and delegation. Has actively maximised use of all resources. Quickly integrated into Unit making a very good contribution to the function of the team/service</p>	<p>Consistent demonstration of excellent pace of work and caseload management able to be flexible and adapt in all situations. Has independently planned own workload and delegation. Has actively maximised use of all resources. Proactively integrated into Unit making an excellent contribution to the function of the team/service</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 – Poster formative review

336PH Engaging in Quality Practice: Guidance for Formative Feedback

Relevance & Argument	<ul style="list-style-type: none">• Does the chosen outcome measure relate to the current placement?• Does the use of the measure have value for, or influence on, the quality of service?• Is the measure appropriate to the target population?• Is the measure justified and supporting evidence explored and made apparent in the appropriate line of argument? <p>Comments:</p>
Visual impact	<ul style="list-style-type: none">• Will the poster make the intended audience ‘stop’, ‘look’ and ‘read’ and engage with the content?• Can the poster be read from a distance of 2 metres (font size / style)?• Is there a balance of text to graphical representations (tables or charts etc.) appropriate for the content?• Are the text and graphics clearly related where necessary?• Is there a key message that can be identified? <p>Comments:</p>
Structure	<ul style="list-style-type: none">• Is the poster organised with a flow of the ideas- can viewer move through poster logically?• Is the poster easy to understand?• Does it use appropriate language for the intended audience?• Is there appropriate visual emphasis made (by font size, colour or bold) and are the key points, references easily identifiable?• Is there a clear focussed conclusion drawn? <p>Comments:</p>

CLINICAL REASONING – Poster Presentation – Formative Feedback

Learning outcomes – Poster Presentation

1. Demonstrate the ability to critically utilise a diversity of evidence in decision-making in the context of client centred care
2. Articulate the role of physiotherapy in quality health and social care delivery in a wider context
3. Demonstrate their development as life-long learners and their ability to engage in continuing professional development

Areas of Strength

Areas for Improvement

General Comments

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 Poster Plan (signed by the student).
This enables planning of the Conference Day.**
- 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