

Coventry University
Faculty of Health & Life Sciences
BSc (Hons) Physiotherapy
Professional Practice Assessment Form
**YEAR 3 – Transition to Autonomous
Practice (337PH)**

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
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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	
Other issues	
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. Identifies and addresses ethical issues in practice and effectively contributes to team ethical decision-making</p> <p>Behaves in a professional manner and role models professional standards of conduct and professional presentation</p> <p>Demonstrates accountability for own professional practice, scope of practice and personal behaviour.</p> <p>Demonstrates ability to initiate and promote effective collaboration in inter-professional and multicultural contexts to ensure a client-centred approach</p> <p>Consults appropriately to supplement own knowledge. Shows enthusiasm, initiative, reliability and adaptability in practice</p>	<p>Has breached confidentiality and/or not obtained consent</p> <p>Limited ability to behave professionally in accordance with standards of conduct and in being accountable for own scope of practice despite feedback and guidance.</p> <p>Fails, or has limited ability, to engage in effective collaboration in inter-professional and/or multicultural situations. Does not consult appropriately with others and fails to identify ethical issues in practice. Fails to seek advice or requires repeated prompting.</p> <p>Fails, or has limited ability, to demonstrate initiative or adaptability. Demonstrates limited enthusiasm and/or overconfidence.</p> <p><u>Episodes of unprofessional conduct should be documented</u></p>	<p>Has observed confidentiality and obtained consent</p> <p>Demonstrates an acceptable standard in all aspects of professionalism and is accountable for own scope of practice but has scope for further development in consistently integrating them into practice.</p> <p>Recognises the role and contribution of team members but requires guidance or prompting to engage in effective client-centred collaboration.</p> <p>Demonstrates acceptable level of initiative, enthusiasm and adaptability.</p> <p>Consults with appropriate others when necessary and is able to identify ethical issues but may require some prompting.</p>	<p>Has observed confidentiality and obtained consent</p> <p>Demonstrates consistent standards of professional behaviour and ability to be accountable for own scope of practice.</p> <p>Engages in effective collaboration with other team members Demonstrating an ability to incorporate the principles of ethical, client-centred care into practice.</p> <p>Consults appropriately and is able to integrate feedback effectively.</p> <p>Demonstrates consistent level of enthusiasm, initiative, reliability and adaptability in practice</p>	<p>Has observed confidentiality and obtained consent</p> <p>Has consistently maintained high level of professional standards and role models professional behaviour even in a variety of challenging situations.</p> <p>Is clearly accountable for own scope of practice, accepts responsibility readily and makes effective contributions to collaborative team functioning.</p> <p>Consults with others appropriately, demonstrates initiative and implements change. Able to identify and ethical issues and contribute to effective team decision making.</p>	<p><i>Has observed confidentiality and obtained consent</i></p> <p>Has consistently maintained very high professional standards and role models professional behaviour throughout the placement even in the most demanding situations.</p> <p>Is consistently accountable for own scope of practice, and engages in, and promotes, collaboration with team members in providing ethical, client-centred care.</p> <p>Proactively consults with others including clients, initiates change, and consistently demonstrates enthusiasm, initiative and adaptability.</p> <p>Able to identify ethical issues and initiate discussion to contribute to ethical team decision making</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 applies theoretical and practical knowledge, including best evidence to select and justify appropriate assessment and treatment strategies and provide relevant and accurate information for clients and other health professionals</p>	<p>Despite feedback and support fails to identify and select appropriate theoretical knowledge to support clinical decisions. Unable to adapt previously learnt practice knowledge to new situation. Provides inconsistent and inaccurate information to clients and/or other health professionals.</p>	<p>Satisfactorily identifies appropriate theoretical knowledge but requires prompting/guidance to apply it in clinical decision-making. Able to adapt previous practice knowledge to new situation but at basic level. Provides basic appropriate information to others as required.</p>	<p>Consistently identifies and selects appropriate theoretical and practice knowledge in clinical decision-making. Requires occasional guidance in some aspects and in applying to specific situations. Provides accurate information when required.</p>	<p>Demonstrates ability to critically select and apply relevant theoretical and practice knowledge in making clinical decisions and enabling clients to make choices. Consistently provides accurate information to clients, carers and other professionals that is accurate and relevant to the specific situation.</p>	<p>Demonstrates excellent ability to critically select and apply relevant theoretical and practice knowledge in making clinical decisions. Proactively provides accurate information to clients, carers and other professionals that is accurate and relevant to the specific situation.</p>
<p>LEARNING</p> <p>Demonstrates in-depth understanding of the critical role of lifelong learning and continuing professional development in practicing within their scope of practice and professional standards. Actively incorporates new learning, including feedback from other health care professionals and clients, into practice</p>	<p>Unable to reflect on own learning needs associated with specific clinical setting or client situation. Lacks insight about lack of knowledge and may appear overconfident in scope of practice. Does not appropriately seek information, advice or assistance when needed.</p>	<p>Is able to reflect on own learning needs in specific situations but requires guidance to develop professional development and new learning strategies. Requires prompting to actively incorporate new learning into practice. Appropriately seeks feedback as necessary.</p>	<p>Reflects on own learning needs in specific practice setting and to support clinical decision making with individual clients. Actively develops learning and professional development strategies in collaboration with other health professionals and appropriately seeks feedback.</p>	<p>Consistently demonstrates effective reflection and critical awareness of own learning needs and strategies for development. Engages effectively with others in seeking and sharing new and relevant knowledge and information.</p>	<p>Demonstrates in-depth understanding of the critical role of reflection and lifelong learning in practicing within their scope of practice and professional standards. Actively incorporates new learning in clinical decision-making and collaborates with others in sharing and generating new knowledge.</p>

Knowledge and Understanding 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>PRACTICE SKILL</p> <p>Demonstrates autonomy and independence in developing, applying and justifying assessment approaches and treatment plans that are relevant to the clients' unique goals and ensuring client choice and informed consent</p> <p>Contributes to the quality management of physiotherapy services and demonstrates understanding of the larger health and social care context within which specific practice is located. Incorporates into clinical decision-making relevant issues of resource allocation and quality assurance</p>	<p>Demonstrates limited or inconsistent ability to select or apply practice skills in routine situations. Demonstrates unsafe and unacceptable levels of skill. Unable to develop or justify assessment approaches and treatment plans or to progress or adapt skills to meet clients' unique goals.</p> <p>Demonstrates limited ability to contribute to the management of the physiotherapy service, recognise or justify resource allocation or quality assurance decisions, or to understand the impact of the larger health and social care context.</p>	<p>Demonstrates safe and effective skills and some ability to apply knowledge gained from previous practice. Able to select and justify appropriate assessment and treatment strategies, adapt and progress practice skills to meet unique client needs. Demonstrates autonomous decision making in routine situations.</p> <p>Demonstrates some ability in contributing to the management of the physiotherapy service, recognising resource allocation, quality assurance decisions and understanding the impact of the larger health and social care context.</p>	<p>Has a range of safe and effective practice skills, able to transfer practice knowledge gained from previous placements. Able to select and justify appropriate assessment and treatment strategies, adapt and progress practice skills to meet unique client needs. Demonstrates autonomous decision making in most situations.</p> <p>Able to contribute to the management of the physiotherapy service, recognise and justify resource allocation, quality assurance decisions, and understands the impact of the larger health and social care context on client care.</p>	<p>Consistently demonstrates a high standard of skill and able to transfer knowledge gained from previous placements. Able to select and justify appropriate assessment and treatment strategies, progress or adapt practice skills to meet unique client needs. Demonstrates autonomous decision making in routine and non-routine situations.</p> <p>Contributes to the management of the physiotherapy service, recognise and justify resource allocation or quality assurance decisions, and understands the impact of the larger health and social care context on client care.</p>	<p>Consistently demonstrates a very high standard of skill and able to integrate knowledge gained from previous placements. Able to select and justify appropriate assessment and treatment strategies, adapt and progress practice skills to meet unique client needs. Demonstrates autonomous decision making even in challenging and varying situations.</p> <p>Proactively contributes to the management of the physiotherapy service, justifies resource allocation or quality assurance decisions and understands the impact of the larger health and social care context on client care.</p>

Practice Skill 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 carers 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 that impact communication Communicates with other disciplines and stakeholders respectfully and constructively</p>	<p>Limited or inconsistent ability to communicate appropriately with clients, caregivers and other health professionals despite considerable feedback and support.</p> <p>Limited or inconsistent ability to establish a therapeutic relationship with the client and caregivers.</p> <p>Fails to recognise inappropriate and inaccurate communication. Lacks sensitivity in listening and responding respectfully to others.</p>	<p>Demonstrates appropriate and respectful communication in routine situations involving clients and other health care professionals.</p> <p>Able to establish appropriate therapeutic relationships with clients and carers. Requires support in more complex situations.</p> <p>Demonstrates an acceptable level of sensitivity in communicating with clients and takes into account psychosocial, physical and cultural factors.</p>	<p>Demonstrates effective communication skills in all routine situations and can adapt to more complex situations with some guidance.</p> <p>Able to establish therapeutic relationships. Shares information and discusses clinical factors with other health professionals.</p> <p>Demonstrates a good level of sensitivity and ability to listen to clients and carers taking into account, psychosocial, physical and cultural factors that contribute to a holistic approach.</p>	<p>Demonstrates effective communication skills. Seeks guidance when appropriate and adapts communication. Can readily establish therapeutic relationships. Effectively shares information and discusses clinical decisions with other health professionals in a consistently respectful manner.</p> <p>Demonstrates a very good level of sensitivity and ability to listen to clients and carers taking into account, psychosocial, physical and cultural factors that contribute to a holistic approach.</p>	<p>Demonstrates excellent communication skills.</p> <p>Consistently establishes and maintains therapeutic relationships. Effectively adapts communication approach to different client and team situations. Effectively shares information and discusses clinical decisions with other health professionals in a consistently respectful manner.</p> <p>Adopts a holistic approach in demonstrating an excellent level of sensitivity and ability to manage conflict and stressful situations with clients and carers.</p>
<p>WRITTEN</p> <p>Written communication is appropriate for the specific area of practice and meets professional and legal requirements. 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 documenting 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 is logical, comprehensive, accurate and concise. Clinical reasoning evident throughout documentation.</p>	<p>Meets professional and legal standards appropriate to practice area. Communication consistently logical, comprehensive, accurate and concise. Clinical reasoning clearly evident 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 ability to assume the role of an independent, autonomous practitioner in such a way that reflects the expectations of a newly qualified physiotherapist. Efficiently and effectively manages a client caseload appropriate to the specific practice setting.</p> <p>Collaborates with other members of the team in meeting, and adapting to, fluctuating service demands. Demonstrates ability to manage / perform administrative responsibilities e.g. MDT meetings, case conferences, discharge processes, referrals for services or equipment, booking appointments, and audit procedures.</p> <p>Prioritises workload; appropriately solicits assistance when required; and effectively delegates work.</p>	<p>Demonstrates limited or inconsistent ability to carry an appropriate caseload despite considerable feedback and support. Is unable to manage client caseload in timely manner, works unacceptably slowly and is unable to adapt to changing circumstances in workplace.</p> <p>Has found it difficult to appropriately collaborate with other team members to benefit the client or to contribute to the team functioning. Is unable to prioritise workload without assistance, does not solicit feedback and fails to delegate work appropriately.</p>	<p>Demonstrates ability to manage both individual client sessions and own caseload in routine situations to an acceptable level, may require some guidance.</p> <p>Demonstrates satisfactory ability to adapt to changing circumstances within the workplace and has contributed as a team member to an acceptable degree.</p> <p>Able to prioritise and delegate workload with some guidance.</p>	<p>Demonstrates ability to manage both individual client sessions and own workload in routine situations, may require support in non-routine situations. Is able to justify strategy for managing and prioritising work and demonstrates good delegation skills.</p> <p>Manages time effectively in routine situations and is able to offer help to others if appropriate. May require occasional support/guidance in managing fluctuating demands.</p> <p>Makes a good contribution to team/service functioning.</p>	<p>Consistently demonstrates ability to manage both individual client sessions and own workload in routine and non-routine situations. Is able to justify strategies for managing and prioritising work and demonstrates very good delegation skills.</p> <p>Consistently manages time effectively, is able to adapt to changing and fluctuating demands and offers help to others as required.</p> <p>Makes a very good contribution to team/service functioning.</p>	<p>Consistently demonstrates excellent time management, prioritisation and delegation skills and is able to adapt appropriately to variations in demand.</p> <p>Excellent performance and responsibility in managing diversity of demands in providing client care, contributing to team and service function consistently throughout the placement.</p>

Self-Management Assessment

Halfway: PASS/ FAIL Educator comments

Final:

FAIL

PASS

GOOD

VERY GOOD

EXCELLENT

PERFORMANCE CRITERIA	Fail	Pass	Good	Very Good	Excellent
<p>EFFECTIVENESS AND EVALUATION</p> <p>Applies professional skills effectively and appropriately modifying assessment approaches, treatment plans and management decisions using client feedback and outcome measures, and informed by the best available evidence. Demonstrates ability to evaluate client and service delivery outcomes</p>	<p>Demonstrates limited or inconsistent ability to utilise evidence to support clinical decision-making, provision of information to client or to modify clinical approach despite considerable support and feedback.</p> <p>Fails to select and use outcome measures effectively. Unable to modify and evaluate clinical approach despite guidance and support. Treatment objectives largely unmet.</p>	<p>Able to use appropriate evidence to inform clinical decision-making, provision of information to clients and health professionals and appropriate evaluation and modification of professional skills. Requires guidance in more complex situations. Able to select appropriate outcome measures but may require guidance. Effective within limited scope of practice and most treatment objectives achieved.</p>	<p>Good use of appropriate evidence to inform clinical decision-making, and provision of information to clients and health professionals. Appropriately evaluates and modifies clinical approach but may require guidance in more complex situations. Able to select and use appropriate outcome measures in most situations. Evidence of ongoing review of client management and service delivery.</p>	<p>Very good use of appropriate evidence to inform clinical decision-making and provision of information to clients and health professionals. Independently evaluates and modifies clinical approach and appropriately seeks guidance in more complex situations. Able to select and use appropriate outcome measures and consistently reviews client management and service delivery.</p> <p>Treatment objectives fully met.</p>	<p>Excellent use of appropriate evidence to inform clinical decision-making and provision of information to clients and health professionals. Independently evaluates and modifies clinical approach. Incorporates the principles of client centred practice in developing treatment objectives and consistently demonstrates achievement of the objectives. Independently selects and uses outcome measures and consistently reviews client management and service delivery.</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>		

SECTION II – Performance Appraisal

Effectiveness and Evaluation 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 SignatureDate

Student's SignatureDate.....

SECTION IV – Clinical Reasoning Viva- Interview

337PH Transition to Autonomous Practice: Criteria for Clinical Reasoning Assessment

Classification	Criteria
<p>Excellent</p> <p>90, 95, 100 82, 85, 88 72, 75, 78</p>	<p>Excellent comprehensive responses in all areas of questioning – able to elaborate with some innovative ideas. Demonstrates extensive and thorough supporting knowledge, which is clearly integrated and justified, with elements of innovation or imagination. Ethical issues and professional attitudes are explored in depth with fresh insight and forward thinking. Able to appraise management issues/policies and evaluate the impact on physiotherapy and/or service delivery.</p> <p>Excellent presentation and preparation for interview, with accomplished communication, including listening and non-verbal skills.</p>
<p>Very Good</p> <p>62, 65, 68</p>	<p>Very good responses in all areas of questioning – able to elaborate or adapt ideas independently. Occasional encouragement to develop discussion. Demonstrates very good supporting knowledge, in both depth and breadth, which is specific, well-reasoned and clearly expressed. Broad consideration of ethical issues which conveys a clear understanding. Very good exploration of professional attitudes showing careful reflection and insight. Able to interpret management issues/policies and analyse the impact on physiotherapy and/or service delivery.</p> <p>Very good presentation and preparation for interview, with proficient communication, including listening and non-verbal skills.</p>
<p>Good</p> <p>52, 55, 58</p>	<p>Good responses in most areas of questioning – may be superficial or inconsistent at times with a reluctance to elaborate. Only minimal prompting required. Demonstrates sound supporting knowledge, which is reasoned, relevant and clearly expressed. Awareness of ethical issues conveys understanding and is appropriately explored. Good exploration of professional attitudes showing careful consideration and insight. Good awareness of management issues/policies and able to discuss the impact on physiotherapy and/or service delivery.</p> <p>Generally good presentation and preparation for interview, with competent communication, including listening and non-verbal skills.</p>
<p>Pass</p> <p>42, 45, 48</p>	<p>Satisfactory responses in many areas of questioning – may be superficial, poorly articulated, with some inconsistencies or some prompting required. Supporting knowledge lacks depth, may be inconsistent, muddled or not wholly relevant. Awareness of ethical issues is satisfactory but may not be fully explored. Professional attitudes are suitably explored but may lack depth and/or personal insight. Limited awareness of management issues/policies and limited ability to discuss the impact on physiotherapy and/or service delivery.</p> <p>Satisfactory presentation and preparation for interview, with appropriate communication, including listening and non-verbal skills. May need further development.</p>
<p>Fail</p> <p>0, 10, 20, 30, 35</p>	<p>Poor responses in a number of areas of questioning – often superficial, poorly articulated, with inconsistencies and significant prompting required. Supporting knowledge is minimal or weak, confused or irrelevant. Awareness of ethical issues is insufficient and poorly explored. There is inadequate exploration of professional attitudes and insight is lacking. Little or no awareness of management issues/policies and how this impacts on physiotherapy and/or service delivery.</p> <p>Unsatisfactory presentation and preparation for interview, with poor communication, including listening and non-verbal skills. Needs further development.</p>

CLINICAL REASONING ASSESSMENT – Interview.

Clinical questions: *Related to the current practice area and an unseen scenario.*

Topic(s)

Critical incident: *Discussion about an unseen scenario.*

Topic(s)

Ethical issues:

Topic(s)

Professional attitudes:

Topic(s)

Management / policies:

Topic(s)

General Comments:

Overall Clinical Reasoning Mark
(Interview)

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 develop in your next practice position ?

- 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:

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