



UniSA

Allied Health &  
Human Performance

# Postgraduate Medical Sonography Programs Cardiac Logbook

name





Allied Health &  
Human Performance

## CARDIAC LOGBOOK

FOR

## CLINICAL SUPERVISED ULTRASOUND TRAINING

Student ID:

Family Name: \_\_\_\_\_

Given Name/s: \_\_\_\_\_

Logbook Dates: Start \_\_\_\_/\_\_\_\_/\_\_\_\_ End \_\_\_\_/\_\_\_\_/\_\_\_\_

## POSTGRADUATE MEDICAL SONOGRAPHY PROGRAMS

UNISA ALLIED HEALTH & HUMAN PERFORMANCE

City East Campus | GPO Box 2471 | Adelaide SA 5000

UNIVERSITY OF SOUTH AUSTRALIA

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## LOGBOOK REQUIREMENTS

As per Australian Sonographers Accreditation Registry (ASAR) mandated requirements, students are expected to document a minimum of 2000 cases of supervised clinical experience during their training. This will allow students to gain accreditation as an Accredited Medical Sonographer (AMS) in the Cardiac Sonographer category. For ASAR eligibility these scans need to be undertaken in an Australian or New Zealand clinical setting.

Students are expected to begin logging their clinical experience as soon as they secure a training position and commence scanning.

Documents included in this logbook are as follows:

1. **Clinical supervisor declaration page** (required only when applying for credit for scanning prior to Program entry)
2. **List of supervisors involved in training** (Mandatory submission)
3. **Detailed scan log** (Mandatory submission)
4. **Milestone submission report** (Mandatory submission)

As these documents are completed, students will be required to upload a copy to their e-portfolio. This will allow for electronic back-up of the logbook. Students will be provided instructions on how to use e-portfolios.

Section A is the main logbook and section B is the specific pathology section. Your 2000 cases include the cases with pathology. Please ensure that you record these cases in both sections A and B under the relevant pathology section. **Observed only cases do not count towards your 2000 cases, you must have completed more than 50% of the scan yourself.**

It is the responsibility of students to ensure that all the above documents are submitted in a timely manner as per deadlines stipulated by their Course Coordinator in the online resources.

Supervisors are advised to contact the academic staff in the Medical Sonography Program in case of unsatisfactory progress of their students or in relation to any other queries they may have regarding the supervision of their students.

## **Important Information:**

- **This is an important document. Passing the logbook is essential to be eligible to graduate.**
- **Students are required to document a minimum of 2000 scans to be eligible to sit for their OSCEs (Objective Structured Clinical Examination).**
- **Following completion, the logbook will be checked carefully by the academics in the Medical Sonography Program at University of South Australia.**
- **Students with incomplete or inadequate logbook documentation will not be allowed to pass the Clinical Sonography Portfolio course and hence be unable to complete the Program.**
- **If this document is lost, students will be asked to redo the logbook again.**
- **To ensure backup of the logbook, students are advised to scan the logbook pages and upload them to their e-portfolio as they progress through their clinical scanning.**

## CLINICAL SUPERVISOR DECLARATION

Supervisors cover letter if need proof of scanning outside of log book submissions prior to entry into this Program

I, .....  
(full name of supervisor)

of .....

.....  
(work address and contact number)

declare that .....  
(full name of student)

was employed at .....  
(full name of employer)

during the period between ...../...../..... and ...../...../.....

During this period the Student scanned on average.....cases per day  
taking over 50% of the images themselves.

The Student has logged a total of ..... scans.

During this period, the Student obtained experience in these types of examinations (left ventricular dysfunction, aortic stenosis, aortic regurgitation, mitral stenosis, mitral regurgitation, congenital heart disease, stress echocardiography, transoesophageal echocardiography), please list.

.....  
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Signature of Supervisor.....date ...../...../.....

Supervisor ASAR AMS number .....

or equivalent, provide details of accreditation .....

Signature of Student..... date ...../...../.....

## CLINICAL SUPERVISOR DECLARATION

Supervisors cover letter if need proof of scanning outside of log book submissions prior to entry into this Program

I, .....  
(full name of supervisor)

of .....  
.....  
(work address and contact number)

declare that .....  
(full name of student)

was employed at .....  
(full name of employer)

during the period between ...../...../..... and ...../...../.....

During this period the Student scanned on average.....cases per day taking over 50% of the images themselves.

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Signature of Supervisor..... date ...../...../.....

Supervisor ASAR AMS number .....

or equivalent, provide details of accreditation .....

Signature of Student..... date ...../...../.....

## CLINICAL SUPERVISOR DECLARATION

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(work address and contact number)

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(full name of student)

was employed at .....  
(full name of employer)

during the period between ...../...../..... and ...../...../.....

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Signature of Supervisor..... date ...../...../.....

Supervisor ASAR AMS number .....

or equivalent, provide details of accreditation .....

Signature of Student..... date ...../...../.....



## CLINICAL SUPERVISOR DECLARATION

Supervisors cover letter if need proof of scanning outside of log book submissions prior to entry into this Program

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of .....  
.....  
(work address and contact number)

declare that .....  
(full name of student)

was employed at .....  
(full name of employer)

during the period between ...../...../..... and ...../...../.....

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Signature of Supervisor..... date ...../...../.....

Supervisor ASAR AMS number .....

or equivalent, provide details of accreditation .....

Signature of Student..... date ...../...../.....



# SECTION A

## AUTHORISATION OF SIGNATURES (Mandatory)

### To be completed by the Clinical Supervisors

This page documents the details of all clinical trainers involved in supervision of the student over the ASAR stipulated requirement of a minimum of 2000 cardiac sonography cases.

This information is requested to meet ASAR accreditation requirements.

<b>Duration</b> Dates to be specified here	<b>Supervisor Sonographer's / Doctor's Name and Qualifications</b>	<b>Contact Work Phone</b>	<b>Contact Work Email and Address</b>	<b>Supervisor Signature</b>

## AUTHORISATION OF SIGNATURES (Mandatory)

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<b>Duration</b> Dates to be specified here	<b>Supervisor Sonographer's / Doctor's Name and Qualifications</b>	<b>Contact Work Phone</b>	<b>Contact Work Email and Address</b>	<b>Supervisor Signature</b>

## Main logbook

Number	Date	Please tick		Pathology
		Full supervision	Partial supervision	
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### Summary of Student progress at the end of 400 scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

Number	Date	Full supervision	Partial supervision	Pathology
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### Summary of Student progress at the end of 800 scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
1197.				
1198.				
1199.				
1200.				

## Summary of Student progress at the end of 1200 scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

Number	Date	Full supervision	Partial supervision	Pathology
1201.				
1202.				
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
1597.				
1598.				
1599.				
1600.				

## Summary of Student progress at the end of 1600 scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

Number	Date	Full supervision	Partial supervision	Pathology
1601.				
1602.				
1603.				
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
1799.				
1800.				

## Summary of Student progress at the end of 1800 scan milestone (Mandatory to allow enrolment into Cardiac Sonography Portfolio)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

Number	Date	Full supervision	Partial supervision	Pathology
1801.				
1802.				
1803.				
1804.				
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
1891.				
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
1963.				
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Number	Date	Full supervision	Partial supervision	Pathology
1981.				
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Number	Date	Full supervision	Partial supervision	Pathology
1999.				
2000.				

## Summary of Student progress at the end of 2000 scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

# SECTION B

**Specialised echocardiogram studies – all must be completed to pass this program**

**Left ventricular dysfunction (please specify the left ventricular ejection fraction (LVEF must be less than 50%) and if the dysfunction is global or regional)**

Number	Date	Please tick		LVEF	Please tick	
		Full supervision	Partial supervision		Global	Regional
1.						
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3.						
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14.						

Number	Date	Full supervision	Partial supervision	LVEF	Global	Regional
15.						
16.						
17.						
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Number	Date	Full supervision	Partial supervision	LVEF	Global	Regional
33.						
34.						
35.						
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Number	Date	Full supervision	Partial supervision	LVEF	Global	Regional
51.						
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Number	Date	Full supervision	Partial supervision	LVEF	Global	Regional
69.						
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Number	Date	Full supervision	Partial supervision	LVEF	Global	Regional
87.						
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## Supervisor sign off for left ventricular dysfunction scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

### At least moderate aortic stenosis where the aortic valve area is calculated

Number	Date	Full supervision	Partial supervision	Aortic valve area
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

## Supervisor sign off for aortic stenosis scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

**Aortic regurgitation where the aortic regurgitation is quantified (vena contracta, regurgitant volume/ fraction)**

Number	Date	Full supervision	Partial supervision	Regurgitation quantification and method of quantification
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

## Supervisor sign off for aortic regurgitation scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

**At least moderate mitral regurgitation where the mitral regurgitation is quantified (PISA, regurgitation volume/ fraction)**

Number	Date	Full supervision	Partial supervision	Regurgitation quantification and method of quantification
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

## Supervisor sign off for mitral regurgitation scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

### Mitral stenosis where the mitral valve area has been quantified

Number	Date	Full supervision	Partial supervision	Mitral valve area and method of quantification
1.				
2.				
3.				
4.				
5.				

### Supervisor sign off for mitral stenosis scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator



**Congenital heart disease where at least 2 cases are more complex (more than an isolated ASD or VSD)**

Number	Date	Full supervision	Partial supervision	Pathology
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

## Summary of Student progress at the end of the congenital heart disease scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

**Additional studies to observe (for transoesophageal echocardiograms -TOE)  
or observe/scan (for exercise or dobutamine stress echocardiography -  
ESE/DSE):**

Number	Date	Observed	Full supervision	Partial supervision	Type of study (circle one)
1.					ESE/DSE
2.					ESE/DSE
3.					ESE/DSE
4.					ESE/DSE
5.					ESE/DSE
6.					ESE/DSE
7.					ESE/DSE
8.					ESE/DSE
9.					ESE/DSE
10.					ESE/DSE
11.					ESE/DSE
12.					ESE/DSE
13.					ESE/DSE
14.					ESE/DSE
15.					ESE/DSE

16.					ESE/DSE
17.					ESE/DSE
18.					ESE/DSE
19.					ESE/DSE
20.					ESE/DSE

Number	Date	Observed	Full supervision	Partial supervision	Type of study
1.					TOE
2.					TOE
3.					TOE
4.					TOE
5.					TOE
6.					TOE
7.					TOE
8.					TOE
9.					TOE
10.					TOE

## Supervisor sign off for additional scan milestone (Mandatory)

Student ID Number:

Student Family name: \_\_\_\_\_

Student Given name/s: \_\_\_\_\_

Student signature: \_\_\_\_\_

I confirm the Student has completed the type and number of scans under supervision: Yes/No

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

If you have any concerns regarding the student, please contact the Course Coordinator

# SECTION C



# Clinical Formative Assessment Training Milestones

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## Introduction and background:

The Graduate Diploma in Medical Sonography (cardiac) and Master of Medical Sonography (cardiac) Programs each require that 2000 supervised clinical echocardiography studies be completed. This is a requirement of the Australian Sonographer Accreditation Registry (ASAR), with whom graduates are awarded full professional accreditation.

The purpose of this evaluation is to ensure that the trainees successfully complete the program in a timely manner. The evaluation provides the constructive feedback and reinforcement of desired skills and attitudes that motivate trainees to continued excellence. It also allows the student's clinical training to be monitored, which allows early identification of any potential issues and the application of appropriate early intervention.

All students enrolled in IGSO/IMSO (cardiac) are required to achieve the following milestones before they can enrol in the Cardiac Sonography Portfolio Course (CSP). These milestones do not apply to master's students who are accredited medical sonographers and have been granted credits towards the Clinical Sonography Portfolio course.

*As a prerequisite to CSP, we require evidence of:*

- a) Completion of 1800 supervised clinical echocardiography examinations.
- b) Completion of the first 5 formative tutor assessments milestones (section A). These milestones require formative tutor assessments to be submitted after completion of 400, 800, 1200, 1600 and 1800 cases.
- c) Completion of at least 80% of the specific pathology logbooks (section B): i.e. logbook evidence of at least 80 left ventricular dysfunction cases, 12 each of aortic stenosis, aortic regurgitation and mitral regurgitation cases, 4 mitral stenosis cases, 8 congenital heart disease cases, 16 stress echocardiography cases and 8 transoesophageal cases. This will give an indication on when support and guidance is needed to ensure that training is occurring across a wide range of cases. Students need to meet the co-requisite of 200 cases of supervised scanning in Level 2 courses, which forms part of the overall 2000 cases.



Evidence of completion of logbook hours must be backed up in the student's ePortfolio.

This document provides the template for the formative tutor assessment milestones to be submitted via the ePortfolio at 400, 800, 1200, 1600 and 1800 scans. The secret URL must be submitted to the Program Milestones page.

A template collection for students' logbook submissions is available via the ePortfolio site and must be adhered to. This collection also requires the student to upload copies of each completed logbook page.

**In the following document, Section A will be completed by the trainee. Section B will be completed by the trainee's supervisor.**

**IT IS THE STUDENTS RESPONSIBILITY TO ENSURE THAT THESE ASSESSMENTS ARE UNDERTAKEN AT THE APPROPRIATE TIME**

Once both sections are completed, trainees must arrange to meet with their supervisor and discuss the appraisal and formulate an action plan for improvement. In particular, differences between the student's self-assessment and the tutor's assessment should be discussed.

It is expected that students will demonstrate and advancement in their capabilities at each milestone report.

If there are any issues or concerns, we advise you to talk to one of the members of the Cardiac Medical Sonography Program Team.

## SECTION A: Performance Self-Appraisal (TO BE COMPLETED BY THE TRAINEE SONOGRAPHER)

Professional capabilities	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>A) Initiative and enterprise:</b></p> <ul style="list-style-type: none"> <li>• Trainee establishes professional role within scope of practice</li> <li>• Trainee is goal directed, motivated and a team player</li> <li>• Trainee delivers safe patient-centred services</li> <li>• Trainee respects patient diversity</li> <li>• Trainee practices within professional and ethical frameworks</li> <li>• Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room preparation</li> </ul>	<p><input type="checkbox"/> Shows NO initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role</p>	<p><input type="checkbox"/> Shows some initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role</p>	<p><input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor</p>	<p><input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor</p>

<p><b>B) Learning, evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Trainee critically evaluates and reflects on own performance, learns from errors and shows commitment to improvement in order to establish lifelong learning skills and career management</li> </ul>	<p><input type="checkbox"/> Self-evaluations are brief, cursory and not used to improve performance even after prompting by supervisor</p> <p><input type="checkbox"/> Justifies personal decisions and choices without evaluating them</p> <p><input type="checkbox"/> Trainee is unable to see the need for improvement</p>	<p><input type="checkbox"/> Evaluates own performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set some goals for improvement with a high level of guidance from the supervisor</p>	<p><input type="checkbox"/> Evaluates own performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set goals for improvement with a moderate level of guidance from the supervisor</p>	<p><input type="checkbox"/> Adequately monitors and evaluates own performance</p> <p><input type="checkbox"/> Demonstrates a desire and commitment to ongoing improvement</p> <p><input type="checkbox"/> Accurately identifies strengths and weaknesses</p> <p><input type="checkbox"/> Sets goals for improvement with minimal or no guidance from the supervisor</p>
<p><b>C) Self-Management</b></p> <ul style="list-style-type: none"> <li>• Trainee uses reflective practice to organise self and manage realistic goals</li> <li>• Trainee is calm under pressure</li> </ul>				

<p><b>D) Problem solving skills</b></p> <ul style="list-style-type: none"> <li>• Trainee demonstrates problem solving skills including planning and organisation and decision making in a range of clinical contexts.</li> </ul>	<p><input type="checkbox"/> Has difficulty focusing and appears not to know what information is important for diagnosis</p> <p><input type="checkbox"/> Even in simple familiar situations, trainee has difficulty interpreting or making sense of the data</p> <p><input type="checkbox"/> Requires significant assistance in interpretation of data</p> <p><input type="checkbox"/> Unable to make adjustments as indicated by the patient's response or the clinical situation</p>	<p><input type="checkbox"/> Makes some decisions and makes an effort to prioritise data and tasks and focus on the most important, but also attends to less relevant or less useful data</p> <p><input type="checkbox"/> Requires a high level of assistance in interpretation of data</p> <p><input type="checkbox"/> Involved but unable to make adjustments as indicated by the patient's response or the clinical situation.</p> <p><input type="checkbox"/> Needs high degree of guidance from the supervisor</p>	<p><input type="checkbox"/> Plans sequencing and timing of tasks and recognises priorities and usually focuses on relevant data</p> <p><input type="checkbox"/> Able to make some adjustments as indicated by the patient's response or the clinical situation</p> <p><input type="checkbox"/> Seeks feedback or advice to make decisions</p> <p><input type="checkbox"/> Moderate degree of guidance required from the supervisor</p>	<p><input type="checkbox"/> Takes responsibility for workload and prioritises tasks</p> <p><input type="checkbox"/> Generally focuses on the most important data, redefines problems, clarifies key issues and seeks further relevant information to generate possible solutions</p> <p><input type="checkbox"/> Works independently in a wide range of areas</p> <p><input type="checkbox"/> Needs minimal guidance from the supervisor</p>
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<p><b>E) Communication skills</b></p> <ul style="list-style-type: none"> <li>• Trainee communicates effectively with patients</li> <li>• Trainee communicates effectively with other professionals</li> </ul>	<p><input type="checkbox"/> Difficulty communicating with staff and patients</p> <p><input type="checkbox"/> Except in simple situations, trainee is stressed/disorganised and unable to communicate well</p> <p><input type="checkbox"/> Patients and families are made confused and anxious and are not reassured.</p>	<p><input type="checkbox"/> Is tentative</p> <p><input type="checkbox"/> Shows some communication ability (e.g. giving directions)</p> <p><input type="checkbox"/> Communication with patients, families and team members is successful in routine and simple situations</p> <p><input type="checkbox"/> Becomes stressed and disorganised easily</p> <p><input type="checkbox"/> Displays caring but not fully competent</p> <p><input type="checkbox"/> Requires considerable guidance to communicate specified knowledge and understanding</p>	<p><input type="checkbox"/> Generally communicates well</p> <p><input type="checkbox"/> Explains carefully to the patients</p> <p><input type="checkbox"/> Gives clear directions to the team</p> <p><input type="checkbox"/> Is able to control or stay calm in most situations</p> <p><input type="checkbox"/> May show stress in particularly difficult or complex situations</p> <p><input type="checkbox"/> Could be more effective in establishing rapport</p> <p><input type="checkbox"/> Displays caring and mostly communicates well with patient and other professionals</p>	<p><input type="checkbox"/> Assumes responsibility</p> <p><input type="checkbox"/> Has a calm and confident manner</p> <p><input type="checkbox"/> Assesses patients confidently, checks for their understanding and displays caring whilst reassuring them and their families</p> <p><input type="checkbox"/> Communicates well with other professionals</p>
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## CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS				
Professional capabilities	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>F) Technology and resource</b></p> <p>Trainee performs scans using appropriate skills, resources and technology</p> <p><i>This would include:</i></p> <ul style="list-style-type: none"> <li>• appropriate history taking</li> <li>• demonstrating appropriate use of ultrasound equipment</li> <li>• planning and conducting ultrasound exams</li> <li>• use of PACS</li> <li>• documenting ultrasound examination findings in accordance to organisational protocols</li> </ul>	<p><input type="checkbox"/> Unable to use technology and resources</p> <p><input type="checkbox"/> Unable to select appropriate resources to perform basic tasks and scans</p> <p><input type="checkbox"/> Fails to identify important information</p>	<p><input type="checkbox"/> Makes limited efforts to seek information</p> <p><input type="checkbox"/> Uses technology and resources with high degree of guidance from the supervisor to perform basic scans</p>	<p><input type="checkbox"/> Actively seeks information but occasionally does not pursue important leads</p> <p><input type="checkbox"/> Uses technology and resources with some degree of guidance from the supervisor to perform a limited range of scans</p>	<p><input type="checkbox"/> Assertively seeks information to plan the scan</p> <p><input type="checkbox"/> Carefully collects useful data from observing and interacting with the patient and family</p> <p><input type="checkbox"/> Uses technology and resources independently to perform a wide range of scans with increasing complexity</p> <p><input type="checkbox"/> Able to efficiently and effectively use technology and resources with minimal or no guidance from the supervisor</p>

G) Hands on Scanning		Significant need for improvement	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised	Competent: Able to perform the entire procedure including all required communications

## SECTION B: Performance Appraisal (TO BE COMPLETED BY THE TRAINEE'S SUPERVISOR)

<b>Professional capabilities</b>	<b>Significant need for improvement</b>	<b>Novice</b>	<b>Advanced beginner</b>	<b>Competent</b>
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>A) Initiative and enterprise:</b></p> <ul style="list-style-type: none"> <li>• Trainee establishes professional role within scope of practice</li> <li>• Trainee is goal directed, motivated and a team player</li> <li>• Trainee delivers safe patient-centred services</li> <li>• Trainee respects patient diversity</li> <li>• Trainee practices within professional and ethical frameworks</li> <li>• Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room preparation</li> </ul>	<p><input type="checkbox"/> Shows NO initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role</p>	<p><input type="checkbox"/> Shows some initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role</p>	<p><input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor</p>	<p><input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor</p>



<p><b>B) Learning, evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Trainee critically evaluates and reflects on own performance, learns from errors and shows commitment to improvement in order to establish lifelong learning skills and career management</li> </ul>	<p><input type="checkbox"/> Self-evaluations are brief, cursory and not used to improve performance even after prompting by supervisor</p> <p><input type="checkbox"/> Justifies personal decisions and choices without evaluating them</p> <p><input type="checkbox"/> Trainee is unable to see the need for improvement</p>	<p><input type="checkbox"/> Evaluates own clinical performance at a basic level using simple criteria to understand and reflect on the role.</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set some goals for improvement with a high level of guidance from the supervisor</p>	<p><input type="checkbox"/> Evaluates own clinical performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set goals for improvement with a moderate level of guidance from the supervisor</p>	<p><input type="checkbox"/> Adequately monitors and evaluates own clinical performance</p> <p><input type="checkbox"/> Demonstrates a desire and commitment to ongoing improvement</p> <p><input type="checkbox"/> Accurately identifies strengths and weaknesses</p> <p><input type="checkbox"/> Develops specific plans to eliminate weaknesses.</p> <p><input type="checkbox"/> Sets goals for improvement with minimal or no guidance from the supervisor</p>
<p><b>C) Self-Management</b></p> <ul style="list-style-type: none"> <li>• Trainee uses reflective practice to organise self and manage realistic goals</li> <li>• Trainee is calm under pressure</li> </ul>				

<p><b>D) Problem solving skills</b></p> <ul style="list-style-type: none"> <li>• Trainee demonstrates problem solving skills including planning and organisation and decision making in a range of clinical contexts.</li> </ul>	<p><input type="checkbox"/> Has difficulty focusing and appears not to know what information is most important for diagnosis</p> <p><input type="checkbox"/> Even in simple familiar situations, trainee has difficulty interpreting or making sense of the data</p> <p><input type="checkbox"/> Requires significant assistance in interpretation of data</p> <p><input type="checkbox"/> Unable to make adjustments as indicated by the patient's response or the clinical situation</p>	<p><input type="checkbox"/> Makes some decisions and makes an effort to prioritise data and tasks and focus on the most important, but also attends to less relevant or less useful data</p> <p><input type="checkbox"/> Requires a high level of assistance in interpretation of data</p> <p><input type="checkbox"/> Involved but unable to make adjustments as indicated by the patient's response or the clinical situation.</p> <p><input type="checkbox"/> Needs high degree of guidance from the supervisor</p>	<p><input type="checkbox"/> Plans sequencing and timing of tasks and recognises priorities and usually focuses on relevant data</p> <p><input type="checkbox"/> Able to make some adjustments as indicated by the patient's response or the clinical situation</p> <p><input type="checkbox"/> Seeks feedback or advice to make decisions</p> <p><input type="checkbox"/> Moderate degree of guidance required from the supervisor</p>	<p><input type="checkbox"/> Takes responsibility for workload and prioritises tasks</p> <p><input type="checkbox"/> Generally focuses on the most important data, redefines problems, clarifies key issues and seeks further relevant information to generate possible solutions</p> <p><input type="checkbox"/> Works independently in a wide range of areas</p> <p><input type="checkbox"/> Needs minimal guidance from the supervisor</p>
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<p><b>E) Communication skills</b></p> <ul style="list-style-type: none"> <li>• Trainee communicates effectively with patients</li> <li>• Trainee communicates effectively with other professionals</li> </ul>	<p><input type="checkbox"/> Difficulty communicating with staff and patients</p> <p><input type="checkbox"/> Except in simple situations, trainee is stressed/disorganised and unable to communicate well</p> <p><input type="checkbox"/> Patients and families are made confused and anxious and are not reassured.</p>	<p><input type="checkbox"/> Is tentative</p> <p><input type="checkbox"/> Shows some communication ability (e.g. giving directions)</p> <p><input type="checkbox"/> Communication with patients, families and team members is successful in routine and simple situations</p> <p><input type="checkbox"/> Becomes stressed and disorganised easily</p> <p><input type="checkbox"/> Displays caring but not fully competent</p> <p><input type="checkbox"/> Requires considerable guidance to communicate specified knowledge and understanding</p>	<p><input type="checkbox"/> Generally communicates well</p> <p><input type="checkbox"/> Explains carefully to the patients</p> <p><input type="checkbox"/> Gives clear directions to the team</p> <p><input type="checkbox"/> Is able to control or stay calm in most situations</p> <p><input type="checkbox"/> May show stress in particularly difficult or complex situations</p> <p><input type="checkbox"/> Could be more effective in establishing rapport</p> <p><input type="checkbox"/> Displays caring and mostly communicates well with patient and other professionals</p>	<p><input type="checkbox"/> Assumes responsibility</p> <p><input type="checkbox"/> Has a calm and confident manner</p> <p><input type="checkbox"/> Assesses patients confidently, checks for their understanding and displays caring whilst reassuring them and their families</p> <p><input type="checkbox"/> Communicates well with other professionals</p>
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## CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS				
<b>Professional capabilities</b>	<b>Significant need for improvement</b>	<b>Novice</b>	<b>Advanced beginner</b>	<b>Competent</b>
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>F) Technology and resource</b></p> <p>Trainee performs scans using appropriate skills, resources and technology</p> <p><i>This would include:</i></p> <ul style="list-style-type: none"> <li>• appropriate history taking</li> <li>• demonstrating appropriate use of ultrasound equipment</li> <li>• planning and conducting ultrasound exams</li> <li>• use of PACS</li> <li>• documenting ultrasound examination findings in accordance to organisational protocols</li> </ul>	<p><input type="checkbox"/> Unable to use technology and resources</p> <p><input type="checkbox"/> Unable to select appropriate resources to perform basic tasks and scans</p> <p><input type="checkbox"/> Fails to identify important information</p>	<p><input type="checkbox"/> Makes limited efforts to seek information</p> <p><input type="checkbox"/> Uses technology and resources with high degree of guidance from the supervisor to perform basic scans</p>	<p><input type="checkbox"/> Actively seeks information but occasionally does not pursue important leads</p> <p><input type="checkbox"/> Uses technology and resources with some degree of guidance from the supervisor to perform a limited range of scans</p>	<p><input type="checkbox"/> Assertively seeks information to plan the scan</p> <p><input type="checkbox"/> Carefully collects useful data from observing and interacting with the patient and family</p> <p><input type="checkbox"/> Uses technology and resources independently to perform a wide range of scans with increasing complexity</p> <p><input type="checkbox"/> Able to efficiently and effectively use technology and resources with minimal or no guidance from the supervisor</p>

G) Hands on Scanning	Significant need for improvement	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised.	Competent: Able to perform the entire procedure including all required communications

*Any additional Supervisor comments:*

[illegible]

**There has been no / some advancement in the student's capabilities since the last milestone report.**

**I would like the University to contact me to discuss this report further: Yes / No**

**ACTION PLAN FOR IMPROVEMENT: (To be completed by trainee in consultation with Supervisor)**

This section identifies specific goals, objectives and deadlines. Trainee sonographer reflects on his/her own performance appraisal.

The action plan requires that the student reflects on their own performance appraisal and the appraisal provided by their tutor/ supervisor.

During this discussion SMART goals (Specific, Measurable, Achievable, Realistic and Timely) must be set and recoded below. Please attach an extra page if necessary.

Blank lined paper for writing.

<b>Trainee Declaration</b>	
I confirm that: <ul style="list-style-type: none"> <li>• The above is an accurate record of the issues discussed and the advice I have received during my clinical training review.</li> <li>• I understand the advice I have received</li> <li>• A copy of this completed form will be scanned and submitted to the University of South Australia as proof of progress of clinical training and a copy will be retained for workplace and trainee records for the purpose of ASAR requirements.</li> </ul>	
Trainee Signature:	Date:
<b>Clinical Supervisor Declaration</b>	
I confirm that: <ul style="list-style-type: none"> <li>• The above is an accurate record of the issues discussed and the advice I have provided during this training review.</li> <li>• A copy of this completed form will be scanned and submitted to the University of South Australia as proof of progress of clinical training and a copy will be retained for workplace and trainee records for the purpose of ASAR requirements.</li> <li>• I am required to contact the course coordinator at the University of South Australia if there are any concerns with the trainee's training and progress.</li> </ul>	
Clinical Supervisor's name:	
Clinical Supervisor's position:	
Clinical Supervisor's signature:	Date:

**If you have any concerns regarding the trainee, please contact the primary Course Coordinator for the course the trainee is currently enrolled in.**

**Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>**

## SECTION A: Performance Self-Appraisal (TO BE COMPLETED BY THE TRAINEE SONOGRAPHER)

Professional capabilities	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>A) Initiative and enterprise:</b></p> <ul style="list-style-type: none"> <li>• Trainee establishes professional role within scope of practice</li> <li>• Trainee is goal directed, motivated and a team player</li> <li>• Trainee delivers safe patient-centred services</li> <li>• Trainee respects patient diversity</li> <li>• Trainee practices within professional and ethical frameworks</li> <li>• Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room preparation</li> </ul>	<p><input type="checkbox"/> Shows NO initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role</p>	<p><input type="checkbox"/> Shows some initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role</p>	<p><input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor</p>	<p><input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor</p>



<p><b>B) Learning, evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Trainee critically evaluates and reflects on own performance, learns from errors and shows commitment to improvement in order to establish lifelong learning skills and career management</li> </ul>	<p><input type="checkbox"/> Self-evaluations are brief, cursory and not used to improve performance even after prompting by supervisor</p> <p><input type="checkbox"/> Justifies personal decisions and choices without evaluating them</p> <p><input type="checkbox"/> Trainee is unable to see the need for improvement</p>	<p><input type="checkbox"/> Evaluates own performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set some goals for improvement with a high level of guidance from the supervisor</p>	<p><input type="checkbox"/> Evaluates own performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set goals for improvement with a moderate level of guidance from the supervisor</p>	<p><input type="checkbox"/> Adequately monitors and evaluates own performance</p> <p><input type="checkbox"/> Demonstrates a desire and commitment to ongoing improvement</p> <p><input type="checkbox"/> Accurately identifies strengths and weaknesses</p> <p><input type="checkbox"/> Sets goals for improvement with minimal or no guidance from the supervisor</p>
<p><b>C) Self-Management</b></p> <ul style="list-style-type: none"> <li>• Trainee uses reflective practice to organise self and manage realistic goals</li> <li>• Trainee is calm under pressure</li> </ul>				

<p><b>D) Problem solving skills</b></p> <ul style="list-style-type: none"> <li>• Trainee demonstrates problem solving skills including planning and organisation and decision making in a range of clinical contexts.</li> </ul>	<p><input type="checkbox"/> Has difficulty focusing and appears not to know what information is important for diagnosis</p> <p><input type="checkbox"/> Even in simple familiar situations, trainee has difficulty interpreting or making sense of the data</p> <p><input type="checkbox"/> Requires significant assistance in interpretation of data</p> <p><input type="checkbox"/> Unable to make adjustments as indicated by the patient's response or the clinical situation</p>	<p><input type="checkbox"/> Makes some decisions and makes an effort to prioritise data and tasks and focus on the most important, but also attends to less relevant or less useful data</p> <p><input type="checkbox"/> Requires a high level of assistance in interpretation of data</p> <p><input type="checkbox"/> Involved but unable to make adjustments as indicated by the patient's response or the clinical situation.</p> <p><input type="checkbox"/> Needs high degree of guidance from the supervisor</p>	<p><input type="checkbox"/> Plans sequencing and timing of tasks and recognises priorities and usually focuses on relevant data</p> <p><input type="checkbox"/> Able to make some adjustments as indicated by the patient's response or the clinical situation</p> <p><input type="checkbox"/> Seeks feedback or advice to make decisions</p> <p><input type="checkbox"/> Moderate degree of guidance required from the supervisor</p>	<p><input type="checkbox"/> Takes responsibility for workload and prioritises tasks</p> <p><input type="checkbox"/> Generally focuses on the most important data, redefines problems, clarifies key issues and seeks further relevant information to generate possible solutions</p> <p><input type="checkbox"/> Works independently in a wide range of areas</p> <p><input type="checkbox"/> Needs minimal guidance from the supervisor</p>
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<p><b>E) Communication skills</b></p> <ul style="list-style-type: none"> <li>• Trainee communicates effectively with patients</li> <li>• Trainee communicates effectively with other professionals</li> </ul>	<p><input type="checkbox"/> Difficulty communicating with staff and patients</p> <p><input type="checkbox"/> Except in simple situations, trainee is stressed/disorganised and unable to communicate well</p> <p><input type="checkbox"/> Patients and families are made confused and anxious and are not reassured.</p>	<p><input type="checkbox"/> Is tentative</p> <p><input type="checkbox"/> Shows some communication ability (e.g. giving directions)</p> <p><input type="checkbox"/> Communication with patients, families and team members is successful in routine and simple situations</p> <p><input type="checkbox"/> Becomes stressed and disorganised easily</p> <p><input type="checkbox"/> Displays caring but not fully competent</p> <p><input type="checkbox"/> Requires considerable guidance to communicate specified knowledge and understanding</p>	<p><input type="checkbox"/> Generally communicates well</p> <p><input type="checkbox"/> Explains carefully to the patients</p> <p><input type="checkbox"/> Gives clear directions to the team</p> <p><input type="checkbox"/> Is able to control or stay calm in most situations</p> <p><input type="checkbox"/> May show stress in particularly difficult or complex situations</p> <p><input type="checkbox"/> Could be more effective in establishing rapport</p> <p><input type="checkbox"/> Displays caring and mostly communicates well with patient and other professionals</p>	<p><input type="checkbox"/> Assumes responsibility</p> <p><input type="checkbox"/> Has a calm and confident manner</p> <p><input type="checkbox"/> Assesses patients confidently, checks for their understanding and displays caring whilst reassuring them and their families</p> <p><input type="checkbox"/> Communicates well with other professionals</p>
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## CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS				
Professional capabilities	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>F) Technology and resource</b></p> <p>Trainee performs scans using appropriate skills, resources and technology</p> <p><i>This would include:</i></p> <ul style="list-style-type: none"> <li>• appropriate history taking</li> <li>• demonstrating appropriate use of ultrasound equipment</li> <li>• planning and conducting ultrasound exams</li> <li>• use of PACS</li> <li>• documenting ultrasound examination findings in accordance to organisational protocols</li> </ul>	<p><input type="checkbox"/> Unable to use technology and resources</p> <p><input type="checkbox"/> Unable to select appropriate resources to perform basic tasks and scans</p> <p><input type="checkbox"/> Fails to identify important information</p>	<p><input type="checkbox"/> Makes limited efforts to seek information</p> <p><input type="checkbox"/> Uses technology and resources with high degree of guidance from the supervisor to perform basic scans</p>	<p><input type="checkbox"/> Actively seeks information but occasionally does not pursue important leads</p> <p><input type="checkbox"/> Uses technology and resources with some degree of guidance from the supervisor to perform a limited range of scans</p>	<p><input type="checkbox"/> Assertively seeks information to plan the scan</p> <p><input type="checkbox"/> Carefully collects useful data from observing and interacting with the patient and family</p> <p><input type="checkbox"/> Uses technology and resources independently to perform a wide range of scans with increasing complexity</p> <p><input type="checkbox"/> Able to efficiently and effectively use technology and resources with minimal or no guidance from the supervisor</p>

<p><b>G) Hands on Scanning</b></p>	<p>Significant need for improvement</p>	<p><b>Novice:</b> Trainee sonographer needs extensive supervision during the entire procedure</p>	<p><b>Advanced Beginner:</b> Some conduct of the exam needs to be supervised</p>	<p><b>Competent:</b> Able to perform the entire procedure including all required communications</p>
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## SECTION B: Performance Appraisal (TO BE COMPLETED BY THE TRAINEE'S SUPERVISOR)

<b>Professional capabilities</b>	<b>Significant need for improvement</b>	<b>Novice</b>	<b>Advanced beginner</b>	<b>Competent</b>
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>A) Initiative and enterprise:</b></p> <ul style="list-style-type: none"> <li>• Trainee establishes professional role within scope of practice</li> <li>• Trainee is goal directed, motivated and a team player</li> <li>• Trainee delivers safe patient-centred services</li> <li>• Trainee respects patient diversity</li> <li>• Trainee practices within professional and ethical frameworks</li> <li>• Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room preparation</li> </ul>	<p><input type="checkbox"/> Shows NO initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role</p>	<p><input type="checkbox"/> Shows some initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role</p>	<p><input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor</p>	<p><input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor</p>

<p><b>B) Learning, evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Trainee critically evaluates and reflects on own performance, learns from errors and shows commitment to improvement in order to establish lifelong learning skills and career management</li> </ul>	<p><input type="checkbox"/> Self-evaluations are brief, cursory and not used to improve performance even after prompting by supervisor</p> <p><input type="checkbox"/> Justifies personal decisions and choices without evaluating them</p> <p><input type="checkbox"/> Trainee is unable to see the need for improvement</p>	<p><input type="checkbox"/> Evaluates own clinical performance at a basic level using simple criteria to understand and reflect on the role.</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set some goals for improvement with a high level of guidance from the supervisor</p>	<p><input type="checkbox"/> Evaluates own clinical performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set goals for improvement with a moderate level of guidance from the supervisor</p>	<p><input type="checkbox"/> Adequately monitors and evaluates own clinical performance</p> <p><input type="checkbox"/> Demonstrates a desire and commitment to ongoing improvement</p> <p><input type="checkbox"/> Accurately identifies strengths and weaknesses</p> <p><input type="checkbox"/> Develops specific plans to eliminate weaknesses.</p> <p><input type="checkbox"/> Sets goals for improvement with minimal or no guidance from the supervisor</p>
<p><b>C) Self-Management</b></p> <ul style="list-style-type: none"> <li>• Trainee uses reflective practice to organise self and manage realistic goals</li> <li>• Trainee is calm under pressure</li> </ul>				

<p><b>D) Problem solving skills</b></p> <ul style="list-style-type: none"> <li>• Trainee demonstrates problem solving skills including planning and organisation and decision making in a range of clinical contexts.</li> </ul>	<p><input type="checkbox"/> Has difficulty focusing and appears not to know what information is most important for diagnosis</p> <p><input type="checkbox"/> Even in simple familiar situations, trainee has difficulty interpreting or making sense of the data</p> <p><input type="checkbox"/> Requires significant assistance in interpretation of data</p> <p><input type="checkbox"/> Unable to make adjustments as indicated by the patient's response or the clinical situation</p>	<p><input type="checkbox"/> Makes some decisions and makes an effort to prioritise data and tasks and focus on the most important, but also attends to less relevant or less useful data</p> <p><input type="checkbox"/> Requires a high level of assistance in interpretation of data</p> <p><input type="checkbox"/> Involved but unable to make adjustments as indicated by the patient's response or the clinical situation.</p> <p><input type="checkbox"/> Needs high degree of guidance from the supervisor</p>	<p><input type="checkbox"/> Plans sequencing and timing of tasks and recognises priorities and usually focuses on relevant data</p> <p><input type="checkbox"/> Able to make some adjustments as indicated by the patient's response or the clinical situation</p> <p><input type="checkbox"/> Seeks feedback or advice to make decisions</p> <p><input type="checkbox"/> Moderate degree of guidance required from the supervisor</p>	<p><input type="checkbox"/> Takes responsibility for workload and prioritises tasks</p> <p><input type="checkbox"/> Generally focuses on the most important data, redefines problems, clarifies key issues and seeks further relevant information to generate possible solutions</p> <p><input type="checkbox"/> Works independently in a wide range of areas</p> <p><input type="checkbox"/> Needs minimal guidance from the supervisor</p>
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<p><b>E) Communication skills</b></p> <ul style="list-style-type: none"> <li>• Trainee communicates effectively with patients</li> <li>• Trainee communicates effectively with other professionals</li> </ul>	<p><input type="checkbox"/> Difficulty communicating with staff and patients</p> <p><input type="checkbox"/> Except in simple situations, trainee is stressed/disorganised and unable to communicate well</p> <p><input type="checkbox"/> Patients and families are made confused and anxious and are not reassured.</p>	<p><input type="checkbox"/> Is tentative</p> <p><input type="checkbox"/> Shows some communication ability (e.g. giving directions)</p> <p><input type="checkbox"/> Communication with patients, families and team members is successful in routine and simple situations</p> <p><input type="checkbox"/> Becomes stressed and disorganised easily</p> <p><input type="checkbox"/> Displays caring but not fully competent</p> <p><input type="checkbox"/> Requires considerable guidance to communicate specified knowledge and understanding</p>	<p><input type="checkbox"/> Generally communicates well</p> <p><input type="checkbox"/> Explains carefully to the patients</p> <p><input type="checkbox"/> Gives clear directions to the team</p> <p><input type="checkbox"/> Is able to control or stay calm in most situations</p> <p><input type="checkbox"/> May show stress in particularly difficult or complex situations</p> <p><input type="checkbox"/> Could be more effective in establishing rapport</p> <p><input type="checkbox"/> Displays caring and mostly communicates well with patient and other professionals</p>	<p><input type="checkbox"/> Assumes responsibility</p> <p><input type="checkbox"/> Has a calm and confident manner</p> <p><input type="checkbox"/> Assesses patients confidently, checks for their understanding and displays caring whilst reassuring them and their families</p> <p><input type="checkbox"/> Communicates well with other professionals</p>
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## CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS				
<u>Professional capabilities</u>	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>F) Technology and resource</b></p> <p>Trainee performs scans using appropriate skills, resources and technology</p> <p><i>This would include:</i></p> <ul style="list-style-type: none"> <li>• appropriate history taking</li> <li>• demonstrating appropriate use of ultrasound equipment</li> <li>• planning and conducting ultrasound exams</li> <li>• use of PACS</li> <li>• documenting ultrasound examination findings in accordance to organisational protocols</li> </ul>	<input type="checkbox"/> Unable to use technology and resources  <input type="checkbox"/> Unable to select appropriate resources to perform basic tasks and scans  <input type="checkbox"/> Fails to identify important information	<input type="checkbox"/> Makes limited efforts to seek information  <input type="checkbox"/> Uses technology and resources with high degree of guidance from the supervisor to perform basic scans	<input type="checkbox"/> Actively seeks information but occasionally does not pursue important leads  <input type="checkbox"/> Uses technology and resources with some degree of guidance from the supervisor to perform a limited range of scans	<input type="checkbox"/> Assertively seeks information to plan the scan  <input type="checkbox"/> Carefully collects useful data from observing and interacting with the patient and family  <input type="checkbox"/> Uses technology and resources independently to perform a wide range of scans with increasing complexity  <input type="checkbox"/> Able to efficiently and effectively use technology and resources with minimal or no guidance from the supervisor

*Any additional Supervisor comments:*

This image shows a full page of primary-ruled notebook paper. It features ten horizontal dashed lines spaced evenly down the page. There are two vertical solid lines on each side, creating a central writing area and margins. The paper is otherwise blank, with no handwriting or other markings.

**There has been no / some advancement in the student's capabilities since the last milestone report.**

I would like the University to contact me to discuss this report further: Yes / No

**ACTION PLAN FOR IMPROVEMENT: (To be completed by trainee in consultation with Supervisor)**

This section identifies specific goals, objectives and deadlines. Trainee sonographer reflects on his/her own performance appraisal.

The action plan requires that the student reflects on their own performance appraisal and the appraisal provided by their tutor/ supervisor.

During this discussion SMART goals (Specific, Measurable, Achievable, Realistic and Timely) must be set and recoded below. Please attach an extra page if necessary.

[illegible]

<b>Trainee Declaration</b>	
I confirm that: <ul style="list-style-type: none"> <li>• The above is an accurate record of the issues discussed and the advice I have received during my clinical training review.</li> <li>• I understand the advice I have received</li> <li>• A copy of this completed form will be scanned and submitted to the University of South Australia as proof of progress of clinical training and a copy will be retained for workplace and trainee records for the purpose of ASAR requirements.</li> </ul>	
Trainee Signature:	Date:
<b>Clinical Supervisor Declaration</b>	
I confirm that: <ul style="list-style-type: none"> <li>• The above is an accurate record of the issues discussed and the advice I have provided during this training review.</li> <li>• A copy of this completed form will be scanned and submitted to the University of South Australia as proof of progress of clinical training and a copy will be retained for workplace and trainee records for the purpose of ASAR requirements.</li> <li>• I am required to contact the course coordinator at the University of South Australia if there are any concerns with the trainee's training and progress.</li> </ul>	
Clinical Supervisor's name:	
Clinical Supervisor's position:	
Clinical Supervisor's signature:	Date:

**If you have any concerns regarding the trainee, please contact the primary Course Coordinator for the course the trainee is currently enrolled in.**

**Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>**

## SECTION A: Performance Self-Appraisal (TO BE COMPLETED BY THE TRAINEE SONOGRAPHER)

Professional capabilities	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>A) Initiative and enterprise:</b></p> <ul style="list-style-type: none"> <li>• Trainee establishes professional role within scope of practice</li> <li>• Trainee is goal directed, motivated and a team player</li> <li>• Trainee delivers safe patient-centred services</li> <li>• Trainee respects patient diversity</li> <li>• Trainee practices within professional and ethical frameworks</li> <li>• Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room preparation</li> </ul>	<p><input type="checkbox"/> Shows NO initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role</p>	<p><input type="checkbox"/> Shows some initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role</p>	<p><input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor</p>	<p><input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor</p>

<p><b>B) Learning, evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Trainee critically evaluates and reflects on own performance, learns from errors and shows commitment to improvement in order to establish lifelong learning skills and career management</li> </ul>	<p><input type="checkbox"/> Self-evaluations are brief, cursory and not used to improve performance even after prompting by supervisor</p> <p><input type="checkbox"/> Justifies personal decisions and choices without evaluating them</p> <p><input type="checkbox"/> Trainee is unable to see the need for improvement</p>	<p><input type="checkbox"/> Evaluates own performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set some goals for improvement with a high level of guidance from the supervisor</p>	<p><input type="checkbox"/> Evaluates own performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set goals for improvement with a moderate level of guidance from the supervisor</p>	<p><input type="checkbox"/> Adequately monitors and evaluates own performance</p> <p><input type="checkbox"/> Demonstrates a desire and commitment to ongoing improvement</p> <p><input type="checkbox"/> Accurately identifies strengths and weaknesses</p> <p><input type="checkbox"/> Sets goals for improvement with minimal or no guidance from the supervisor</p>
<p><b>C) Self-Management</b></p> <ul style="list-style-type: none"> <li>• Trainee uses reflective practice to organise self and manage realistic goals</li> <li>• Trainee is calm under pressure</li> </ul>				

<p><b>D) Problem solving skills</b></p> <ul style="list-style-type: none"> <li>• Trainee demonstrates problem solving skills including planning and organisation and decision making in a range of clinical contexts.</li> </ul>	<p><input type="checkbox"/> Has difficulty focusing and appears not to know what information is important for diagnosis</p> <p><input type="checkbox"/> Even in simple familiar situations, trainee has difficulty interpreting or making sense of the data</p> <p><input type="checkbox"/> Requires significant assistance in interpretation of data</p> <p><input type="checkbox"/> Unable to make adjustments as indicated by the patient's response or the clinical situation</p>	<p><input type="checkbox"/> Makes some decisions and makes an effort to prioritise data and tasks and focus on the most important, but also attends to less relevant or less useful data</p> <p><input type="checkbox"/> Requires a high level of assistance in interpretation of data</p> <p><input type="checkbox"/> Involved but unable to make adjustments as indicated by the patient's response or the clinical situation.</p> <p><input type="checkbox"/> Needs high degree of guidance from the supervisor</p>	<p><input type="checkbox"/> Plans sequencing and timing of tasks and recognises priorities and usually focuses on relevant data</p> <p><input type="checkbox"/> Able to make some adjustments as indicated by the patient's response or the clinical situation</p> <p><input type="checkbox"/> Seeks feedback or advice to make decisions</p> <p><input type="checkbox"/> Moderate degree of guidance required from the supervisor</p>	<p><input type="checkbox"/> Takes responsibility for workload and prioritises tasks</p> <p><input type="checkbox"/> Generally focuses on the most important data, redefines problems, clarifies key issues and seeks further relevant information to generate possible solutions</p> <p><input type="checkbox"/> Works independently in a wide range of areas</p> <p><input type="checkbox"/> Needs minimal guidance from the supervisor</p>
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<p><b>E) Communication skills</b></p> <ul style="list-style-type: none"> <li>• Trainee communicates effectively with patients</li> <li>• Trainee communicates effectively with other professionals</li> </ul>	<p><input type="checkbox"/> Difficulty communicating with staff and patients</p> <p><input type="checkbox"/> Except in simple situations, trainee is stressed/disorganised and unable to communicate well</p> <p><input type="checkbox"/> Patients and families are made confused and anxious and are not reassured.</p>	<p><input type="checkbox"/> Is tentative</p> <p><input type="checkbox"/> Shows some communication ability (e.g. giving directions)</p> <p><input type="checkbox"/> Communication with patients, families and team members is successful in routine and simple situations</p> <p><input type="checkbox"/> Becomes stressed and disorganised easily</p> <p><input type="checkbox"/> Displays caring but not fully competent</p> <p><input type="checkbox"/> Requires considerable guidance to communicate specified knowledge and understanding</p>	<p><input type="checkbox"/> Generally communicates well</p> <p><input type="checkbox"/> Explains carefully to the patients</p> <p><input type="checkbox"/> Gives clear directions to the team</p> <p><input type="checkbox"/> Is able to control or stay calm in most situations</p> <p><input type="checkbox"/> May show stress in particularly difficult or complex situations</p> <p><input type="checkbox"/> Could be more effective in establishing rapport</p> <p><input type="checkbox"/> Displays caring and mostly communicates well with patient and other professionals</p>	<p><input type="checkbox"/> Assumes responsibility</p> <p><input type="checkbox"/> Has a calm and confident manner</p> <p><input type="checkbox"/> Assesses patients confidently, checks for their understanding and displays caring whilst reassuring them and their families</p> <p><input type="checkbox"/> Communicates well with other professionals</p>
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## CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS				
Professional capabilities	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>F) Technology and resource</b></p> <p>Trainee performs scans using appropriate skills, resources and technology</p> <p><i>This would include:</i></p> <ul style="list-style-type: none"> <li>• appropriate history taking</li> <li>• demonstrating appropriate use of ultrasound equipment</li> <li>• planning and conducting ultrasound exams</li> <li>• use of PACS</li> <li>• documenting ultrasound examination findings in accordance to organisational protocols</li> </ul>	<p><input type="checkbox"/> Unable to use technology and resources</p> <p><input type="checkbox"/> Unable to select appropriate resources to perform basic tasks and scans</p> <p><input type="checkbox"/> Fails to identify important information</p>	<p><input type="checkbox"/> Makes limited efforts to seek information</p> <p><input type="checkbox"/> Uses technology and resources with high degree of guidance from the supervisor to perform basic scans</p>	<p><input type="checkbox"/> Actively seeks information but occasionally does not pursue important leads</p> <p><input type="checkbox"/> Uses technology and resources with some degree of guidance from the supervisor to perform a limited range of scans</p>	<p><input type="checkbox"/> Assertively seeks information to plan the scan</p> <p><input type="checkbox"/> Carefully collects useful data from observing and interacting with the patient and family</p> <p><input type="checkbox"/> Uses technology and resources independently to perform a wide range of scans with increasing complexity</p> <p><input type="checkbox"/> Able to efficiently and effectively use technology and resources with minimal or no guidance from the supervisor</p>

<p><b>G) Hands on Scanning</b></p>	<p><b>Significant need for improvement</b></p>	<p><b>Novice:</b> Trainee sonographer needs extensive supervision during the entire procedure</p>	<p><b>Advanced Beginner:</b> Some conduct of the exam needs to be supervised</p>	<p><b>Competent:</b> Able to perform the entire procedure including all required communications</p>
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## SECTION B: Performance Appraisal (TO BE COMPLETED BY THE TRAINEE'S SUPERVISOR)

<b>Professional capabilities</b>	<b>Significant need for improvement</b>	<b>Novice</b>	<b>Advanced beginner</b>	<b>Competent</b>
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>A) Initiative and enterprise:</b></p> <ul style="list-style-type: none"> <li>• Trainee establishes professional role within scope of practice</li> <li>• Trainee is goal directed, motivated and a team player</li> <li>• Trainee delivers safe patient-centred services</li> <li>• Trainee respects patient diversity</li> <li>• Trainee practices within professional and ethical frameworks</li> <li>• Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room preparation</li> </ul>	<p><input type="checkbox"/> Shows NO initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role</p>	<p><input type="checkbox"/> Shows some initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role</p>	<p><input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor</p>	<p><input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor</p>

<p><b>B) Learning, evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Trainee critically evaluates and reflects on own performance, learns from errors and shows commitment to improvement in order to establish lifelong learning skills and career management</li> </ul> <p><b>C) Self-Management</b></p> <ul style="list-style-type: none"> <li>• Trainee uses reflective practice to organise self and manage realistic goals</li> <li>• Trainee is calm under pressure</li> </ul>	<p><input type="checkbox"/> Self-evaluations are brief, cursory and not used to improve performance even after prompting by supervisor</p> <p><input type="checkbox"/> Justifies personal decisions and choices without evaluating them</p> <p><input type="checkbox"/> Trainee is unable to see the need for improvement</p>	<p><input type="checkbox"/> Evaluates own clinical performance at a basic level using simple criteria to understand and reflect on the role.</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set some goals for improvement with a high level of guidance from the supervisor</p>	<p><input type="checkbox"/> Evaluates own clinical performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set goals for improvement with a moderate level of guidance from the supervisor</p>	<p><input type="checkbox"/> Adequately monitors and evaluates own clinical performance</p> <p><input type="checkbox"/> Demonstrates a desire and commitment to ongoing improvement</p> <p><input type="checkbox"/> Accurately identifies strengths and weaknesses</p> <p><input type="checkbox"/> Develops specific plans to eliminate weaknesses.</p> <p><input type="checkbox"/> Sets goals for improvement with minimal or no guidance from the supervisor</p>
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<p><b>D) Problem solving skills</b></p> <ul style="list-style-type: none"> <li>• Trainee demonstrates problem solving skills including planning and organisation and decision making in a range of clinical contexts.</li> </ul>	<p><input type="checkbox"/> Has difficulty focusing and appears not to know what information is most important for diagnosis</p> <p><input type="checkbox"/> Even in simple familiar situations, trainee has difficulty interpreting or making sense of the data</p> <p><input type="checkbox"/> Requires significant assistance in interpretation of data</p> <p><input type="checkbox"/> Unable to make adjustments as indicated by the patient's response or the clinical situation</p>	<p><input type="checkbox"/> Makes some decisions and makes an effort to prioritise data and tasks and focus on the most important, but also attends to less relevant or less useful data</p> <p><input type="checkbox"/> Requires a high level of assistance in interpretation of data</p> <p><input type="checkbox"/> Involved but unable to make adjustments as indicated by the patient's response or the clinical situation.</p> <p><input type="checkbox"/> Needs high degree of guidance from the supervisor</p>	<p><input type="checkbox"/> Plans sequencing and timing of tasks and recognises priorities and usually focuses on relevant data</p> <p><input type="checkbox"/> Able to make some adjustments as indicated by the patient's response or the clinical situation</p> <p><input type="checkbox"/> Seeks feedback or advice to make decisions</p> <p><input type="checkbox"/> Moderate degree of guidance required from the supervisor</p>	<p><input type="checkbox"/> Takes responsibility for workload and prioritises tasks</p> <p><input type="checkbox"/> Generally focuses on the most important data, redefines problems, clarifies key issues and seeks further relevant information to generate possible solutions</p> <p><input type="checkbox"/> Works independently in a wide range of areas</p> <p><input type="checkbox"/> Needs minimal guidance from the supervisor</p>
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<p><b>E) Communication skills</b></p> <ul style="list-style-type: none"> <li>• Trainee communicates effectively with patients</li> <li>• Trainee communicates effectively with other professionals</li> </ul>	<p><input type="checkbox"/> Difficulty communicating with staff and patients</p> <p><input type="checkbox"/> Except in simple situations, trainee is stressed/disorganised and unable to communicate well</p> <p><input type="checkbox"/> Patients and families are made confused and anxious and are not reassured.</p>	<p><input type="checkbox"/> Is tentative</p> <p><input type="checkbox"/> Shows some communication ability (e.g. giving directions)</p> <p><input type="checkbox"/> Communication with patients, families and team members is successful in routine and simple situations</p> <p><input type="checkbox"/> Becomes stressed and disorganised easily</p> <p><input type="checkbox"/> Displays caring but not fully competent</p> <p><input type="checkbox"/> Requires considerable guidance to communicate specified knowledge and understanding</p>	<p><input type="checkbox"/> Generally communicates well</p> <p><input type="checkbox"/> Explains carefully to the patients</p> <p><input type="checkbox"/> Gives clear directions to the team</p> <p><input type="checkbox"/> Is able to control or stay calm in most situations</p> <p><input type="checkbox"/> May show stress in particularly difficult or complex situations</p> <p><input type="checkbox"/> Could be more effective in establishing rapport</p> <p><input type="checkbox"/> Displays caring and mostly communicates well with patient and other professionals</p>	<p><input type="checkbox"/> Assumes responsibility</p> <p><input type="checkbox"/> Has a calm and confident manner</p> <p><input type="checkbox"/> Assesses patients confidently, checks for their understanding and displays caring whilst reassuring them and their families</p> <p><input type="checkbox"/> Communicates well with other professionals</p>
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## CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS				
<b>Professional capabilities</b>	<b>Significant need for improvement</b>	<b>Novice</b>	<b>Advanced beginner</b>	<b>Competent</b>
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>F) Technology and resource</b></p> <p>Trainee performs scans using appropriate skills, resources and technology</p> <p><i>This would include:</i></p> <ul style="list-style-type: none"> <li>• appropriate history taking</li> <li>• demonstrating appropriate use of ultrasound equipment</li> <li>• planning and conducting ultrasound exams</li> <li>• use of PACS</li> <li>• documenting ultrasound examination findings in accordance to organisational protocols</li> </ul>	<p><input type="checkbox"/> Unable to use technology and resources</p> <p><input type="checkbox"/> Unable to select appropriate resources to perform basic tasks and scans</p> <p><input type="checkbox"/> Fails to identify important information</p>	<p><input type="checkbox"/> Makes limited efforts to seek information</p> <p><input type="checkbox"/> Uses technology and resources with high degree of guidance from the supervisor to perform basic scans</p>	<p><input type="checkbox"/> Actively seeks information but occasionally does not pursue important leads</p> <p><input type="checkbox"/> Uses technology and resources with some degree of guidance from the supervisor to perform a limited range of scans</p>	<p><input type="checkbox"/> Assertively seeks information to plan the scan</p> <p><input type="checkbox"/> Carefully collects useful data from observing and interacting with the patient and family</p> <p><input type="checkbox"/> Uses technology and resources independently to perform a wide range of scans with increasing complexity</p> <p><input type="checkbox"/> Able to efficiently and effectively use technology and resources with minimal or no guidance from the supervisor</p>



G) Hands on Scanning	Significant need for improvement	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised.	Competent: Able to perform the entire procedure including all required communications

*Any additional Supervisor comments:*

[illegible]



<b>Trainee Declaration</b>	
I confirm that: <ul style="list-style-type: none"> <li>• The above is an accurate record of the issues discussed and the advice I have received during my clinical training review.</li> <li>• I understand the advice I have received</li> <li>• A copy of this completed form will be scanned and submitted to the University of South Australia as proof of progress of clinical training and a copy will be retained for workplace and trainee records for the purpose of ASAR requirements.</li> </ul>	
Trainee Signature:	Date:
<b>Clinical Supervisor Declaration</b>	
I confirm that: <ul style="list-style-type: none"> <li>• The above is an accurate record of the issues discussed and the advice I have provided during this training review.</li> <li>• A copy of this completed form will be scanned and submitted to the University of South Australia as proof of progress of clinical training and a copy will be retained for workplace and trainee records for the purpose of ASAR requirements.</li> <li>• I am required to contact the course coordinator at the University of South Australia if there are any concerns with the trainee's training and progress.</li> </ul>	
Clinical Supervisor's name:	
Clinical Supervisor's position:	
Clinical Supervisor's signature:	Date:

**If you have any concerns regarding the trainee, please contact the primary Course Coordinator for the course the trainee is currently enrolled in.**

**Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>**

## SECTION A: Performance Self-Appraisal (TO BE COMPLETED BY THE TRAINEE SONOGRAPHER)

Professional capabilities	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>A) Initiative and enterprise:</b></p> <ul style="list-style-type: none"> <li>• Trainee establishes professional role within scope of practice</li> <li>• Trainee is goal directed, motivated and a team player</li> <li>• Trainee delivers safe patient-centred services</li> <li>• Trainee respects patient diversity</li> <li>• Trainee practices within professional and ethical frameworks</li> <li>• Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room preparation</li> </ul>	<p><input type="checkbox"/> Shows NO initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role</p>	<p><input type="checkbox"/> Shows some initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role</p>	<p><input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor</p>	<p><input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor</p>

<p><b>B) Learning, evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Trainee critically evaluates and reflects on own performance, learns from errors and shows commitment to improvement in order to establish lifelong learning skills and career management</li> </ul>	<p><input type="checkbox"/> Self-evaluations are brief, cursory and not used to improve performance even after prompting by supervisor</p> <p><input type="checkbox"/> Justifies personal decisions and choices without evaluating them</p> <p><input type="checkbox"/> Trainee is unable to see the need for improvement</p>	<p><input type="checkbox"/> Evaluates own performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set some goals for improvement with a high level of guidance from the supervisor</p>	<p><input type="checkbox"/> Evaluates own performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set goals for improvement with a moderate level of guidance from the supervisor</p>	<p><input type="checkbox"/> Adequately monitors and evaluates own performance</p> <p><input type="checkbox"/> Demonstrates a desire and commitment to ongoing improvement</p> <p><input type="checkbox"/> Accurately identifies strengths and weaknesses</p> <p><input type="checkbox"/> Sets goals for improvement with minimal or no guidance from the supervisor</p>
<p><b>C) Self-Management</b></p> <ul style="list-style-type: none"> <li>• Trainee uses reflective practice to organise self and manage realistic goals</li> <li>• Trainee is calm under pressure</li> </ul>				

<p><b>D) Problem solving skills</b></p> <ul style="list-style-type: none"> <li>• Trainee demonstrates problem solving skills including planning and organisation and decision making in a range of clinical contexts.</li> </ul>	<p><input type="checkbox"/> Has difficulty focusing and appears not to know what information is important for diagnosis</p> <p><input type="checkbox"/> Even in simple familiar situations, trainee has difficulty interpreting or making sense of the data</p> <p><input type="checkbox"/> Requires significant assistance in interpretation of data</p> <p><input type="checkbox"/> Unable to make adjustments as indicated by the patient's response or the clinical situation</p>	<p><input type="checkbox"/> Makes some decisions and makes an effort to prioritise data and tasks and focus on the most important, but also attends to less relevant or less useful data</p> <p><input type="checkbox"/> Requires a high level of assistance in interpretation of data</p> <p><input type="checkbox"/> Involved but unable to make adjustments as indicated by the patient's response or the clinical situation.</p> <p><input type="checkbox"/> Needs high degree of guidance from the supervisor</p>	<p><input type="checkbox"/> Plans sequencing and timing of tasks and recognises priorities and usually focuses on relevant data</p> <p><input type="checkbox"/> Able to make some adjustments as indicated by the patient's response or the clinical situation</p> <p><input type="checkbox"/> Seeks feedback or advice to make decisions</p> <p><input type="checkbox"/> Moderate degree of guidance required from the supervisor</p>	<p><input type="checkbox"/> Takes responsibility for workload and prioritises tasks</p> <p><input type="checkbox"/> Generally focuses on the most important data, redefines problems, clarifies key issues and seeks further relevant information to generate possible solutions</p> <p><input type="checkbox"/> Works independently in a wide range of areas</p> <p><input type="checkbox"/> Needs minimal guidance from the supervisor</p>
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<p><b>E) Communication skills</b></p> <ul style="list-style-type: none"> <li>• Trainee communicates effectively with patients</li> <li>• Trainee communicates effectively with other professionals</li> </ul>	<p><input type="checkbox"/> Difficulty communicating with staff and patients</p> <p><input type="checkbox"/> Except in simple situations, trainee is stressed/disorganised and unable to communicate well</p> <p><input type="checkbox"/> Patients and families are made confused and anxious and are not reassured.</p>	<p><input type="checkbox"/> Is tentative</p> <p><input type="checkbox"/> Shows some communication ability (e.g. giving directions)</p> <p><input type="checkbox"/> Communication with patients, families and team members is successful in routine and simple situations</p> <p><input type="checkbox"/> Becomes stressed and disorganised easily</p> <p><input type="checkbox"/> Displays caring but not fully competent</p> <p><input type="checkbox"/> Requires considerable guidance to communicate specified knowledge and understanding</p>	<p><input type="checkbox"/> Generally communicates well</p> <p><input type="checkbox"/> Explains carefully to the patients</p> <p><input type="checkbox"/> Gives clear directions to the team</p> <p><input type="checkbox"/> Is able to control or stay calm in most situations</p> <p><input type="checkbox"/> May show stress in particularly difficult or complex situations</p> <p><input type="checkbox"/> Could be more effective in establishing rapport</p> <p><input type="checkbox"/> Displays caring and mostly communicates well with patient and other professionals</p>	<p><input type="checkbox"/> Assumes responsibility</p> <p><input type="checkbox"/> Has a calm and confident manner</p> <p><input type="checkbox"/> Assesses patients confidently, checks for their understanding and displays caring whilst reassuring them and their families</p> <p><input type="checkbox"/> Communicates well with other professionals</p>
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## CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS				
Professional capabilities	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>F) Technology and resource</b></p> <p>Trainee performs scans using appropriate skills, resources and technology</p> <p><i>This would include:</i></p> <ul style="list-style-type: none"> <li>• appropriate history taking</li> <li>• demonstrating appropriate use of ultrasound equipment</li> <li>• planning and conducting ultrasound exams</li> <li>• use of PACS</li> <li>• documenting ultrasound examination findings in accordance to organisational protocols</li> </ul>	<p><input type="checkbox"/> Unable to use technology and resources</p> <p><input type="checkbox"/> Unable to select appropriate resources to perform basic tasks and scans</p> <p><input type="checkbox"/> Fails to identify important information</p>	<p><input type="checkbox"/> Makes limited efforts to seek information</p> <p><input type="checkbox"/> Uses technology and resources with high degree of guidance from the supervisor to perform basic scans</p>	<p><input type="checkbox"/> Actively seeks information but occasionally does not pursue important leads</p> <p><input type="checkbox"/> Uses technology and resources with some degree of guidance from the supervisor to perform a limited range of scans</p>	<p><input type="checkbox"/> Assertively seeks information to plan the scan</p> <p><input type="checkbox"/> Carefully collects useful data from observing and interacting with the patient and family</p> <p><input type="checkbox"/> Uses technology and resources independently to perform a wide range of scans with increasing complexity</p> <p><input type="checkbox"/> Able to efficiently and effectively use technology and resources with minimal or no guidance from the supervisor</p>



<p><b>G) Hands on Scanning</b></p>	<p><b>Significant need for improvement</b></p>	<p><b>Novice:</b> Trainee sonographer needs extensive supervision during the entire procedure</p>	<p><b>Advanced Beginner:</b> Some conduct of the exam needs to be supervised</p>	<p><b>Competent:</b> Able to perform the entire procedure including all required communications</p>
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## SECTION B: Performance Appraisal (TO BE COMPLETED BY THE TRAINEE'S SUPERVISOR)

<b>Professional capabilities</b>	<b>Significant need for improvement</b>	<b>Novice</b>	<b>Advanced beginner</b>	<b>Competent</b>
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>A) Initiative and enterprise:</b></p> <ul style="list-style-type: none"> <li>• Trainee establishes professional role within scope of practice</li> <li>• Trainee is goal directed, motivated and a team player</li> <li>• Trainee delivers safe patient-centred services</li> <li>• Trainee respects patient diversity</li> <li>• Trainee practices within professional and ethical frameworks</li> <li>• Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room preparation</li> </ul>	<p><input type="checkbox"/> Shows NO initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role</p>	<p><input type="checkbox"/> Shows some initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role</p>	<p><input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor</p>	<p><input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor</p>

<p><b>B) Learning, evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Trainee critically evaluates and reflects on own performance, learns from errors and shows commitment to improvement in order to establish lifelong learning skills and career management</li> </ul> <p><b>C) Self-Management</b></p> <ul style="list-style-type: none"> <li>• Trainee uses reflective practice to organise self and manage realistic goals</li> <li>• Trainee is calm under pressure</li> </ul>	<p><input type="checkbox"/> Self-evaluations are brief, cursory and not used to improve performance even after prompting by supervisor</p> <p><input type="checkbox"/> Justifies personal decisions and choices without evaluating them</p> <p><input type="checkbox"/> Trainee is unable to see the need for improvement</p>	<p><input type="checkbox"/> Evaluates own clinical performance at a basic level using simple criteria to understand and reflect on the role.</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set some goals for improvement with a high level of guidance from the supervisor</p>	<p><input type="checkbox"/> Evaluates own clinical performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set goals for improvement with a moderate level of guidance from the supervisor</p>	<p><input type="checkbox"/> Adequately monitors and evaluates own clinical performance</p> <p><input type="checkbox"/> Demonstrates a desire and commitment to ongoing improvement</p> <p><input type="checkbox"/> Accurately identifies strengths and weaknesses</p> <p><input type="checkbox"/> Develops specific plans to eliminate weaknesses.</p> <p><input type="checkbox"/> Sets goals for improvement with minimal or no guidance from the supervisor</p>
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<p><b>D) Problem solving skills</b></p> <ul style="list-style-type: none"> <li>• Trainee demonstrates problem solving skills including planning and organisation and decision making in a range of clinical contexts.</li> </ul>	<p><input type="checkbox"/> Has difficulty focusing and appears not to know what information is most important for diagnosis</p> <p><input type="checkbox"/> Even in simple familiar situations, trainee has difficulty interpreting or making sense of the data</p> <p><input type="checkbox"/> Requires significant assistance in interpretation of data</p> <p><input type="checkbox"/> Unable to make adjustments as indicated by the patient's response or the clinical situation</p>	<p><input type="checkbox"/> Makes some decisions and makes an effort to prioritise data and tasks and focus on the most important, but also attends to less relevant or less useful data</p> <p><input type="checkbox"/> Requires a high level of assistance in interpretation of data</p> <p><input type="checkbox"/> Involved but unable to make adjustments as indicated by the patient's response or the clinical situation.</p> <p><input type="checkbox"/> Needs high degree of guidance from the supervisor</p>	<p><input type="checkbox"/> Plans sequencing and timing of tasks and recognises priorities and usually focuses on relevant data</p> <p><input type="checkbox"/> Able to make some adjustments as indicated by the patient's response or the clinical situation</p> <p><input type="checkbox"/> Seeks feedback or advice to make decisions</p> <p><input type="checkbox"/> Moderate degree of guidance required from the supervisor</p>	<p><input type="checkbox"/> Takes responsibility for workload and prioritises tasks</p> <p><input type="checkbox"/> Generally focuses on the most important data, redefines problems, clarifies key issues and seeks further relevant information to generate possible solutions</p> <p><input type="checkbox"/> Works independently in a wide range of areas</p> <p><input type="checkbox"/> Needs minimal guidance from the supervisor</p>
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## CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS				
<b>Professional capabilities</b>	<b>Significant need for improvement</b>	<b>Novice</b>	<b>Advanced beginner</b>	<b>Competent</b>
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G) Hands on Scanning	Significant need for improvement	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised.	Competent: Able to perform the entire procedure including all required communications

*Any additional Supervisor comments:*

[illegible]

**There has been no / some advancement in the student's capabilities since the last milestone report.**

**I would like the University to contact me to discuss this report further: Yes / No**

**ACTION PLAN FOR IMPROVEMENT: (To be completed by trainee in consultation with Supervisor)**

This section identifies specific goals, objectives and deadlines. Trainee sonographer reflects on his/her own performance appraisal.

The action plan requires that the student reflects on their own performance appraisal and the appraisal provided by their tutor/ supervisor.

During this discussion SMART goals (Specific, Measurable, Achievable, Realistic and Timely) must be set and recoded below. Please attach an extra page if necessary.

Blank lined paper for writing.



<b>Trainee Declaration</b>	
I confirm that: <ul style="list-style-type: none"> <li>• The above is an accurate record of the issues discussed and the advice I have received during my clinical training review.</li> <li>• I understand the advice I have received</li> <li>• A copy of this completed form will be scanned and submitted to the University of South Australia as proof of progress of clinical training and a copy will be retained for workplace and trainee records for the purpose of ASAR requirements.</li> </ul>	
Trainee Signature:	Date:
<b>Clinical Supervisor Declaration</b>	
I confirm that: <ul style="list-style-type: none"> <li>• The above is an accurate record of the issues discussed and the advice I have provided during this training review.</li> <li>• A copy of this completed form will be scanned and submitted to the University of South Australia as proof of progress of clinical training and a copy will be retained for workplace and trainee records for the purpose of ASAR requirements.</li> <li>• I am required to contact the course coordinator at the University of South Australia if there are any concerns with the trainee's training and progress.</li> </ul>	
Clinical Supervisor's name:	
Clinical Supervisor's position:	
Clinical Supervisor's signature:	Date:

**If you have any concerns regarding the trainee, please contact the primary Course Coordinator for the course the trainee is currently enrolled in.**

**Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>**

## SECTION A: Performance Self-Appraisal (TO BE COMPLETED BY THE TRAINEE SONOGRAPHER)

Professional capabilities	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>A) Initiative and enterprise:</b></p> <ul style="list-style-type: none"> <li>• Trainee establishes professional role within scope of practice</li> <li>• Trainee is goal directed, motivated and a team player</li> <li>• Trainee delivers safe patient-centred services</li> <li>• Trainee respects patient diversity</li> <li>• Trainee practices within professional and ethical frameworks</li> <li>• Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room preparation</li> </ul>	<p><input type="checkbox"/> Shows NO initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role</p>	<p><input type="checkbox"/> Shows some initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role</p>	<p><input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor</p>	<p><input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor</p>

<p><b>B) Learning, evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Trainee critically evaluates and reflects on own performance, learns from errors and shows commitment to improvement in order to establish lifelong learning skills and career management</li> </ul>	<p><input type="checkbox"/> Self-evaluations are brief, cursory and not used to improve performance even after prompting by supervisor</p> <p><input type="checkbox"/> Justifies personal decisions and choices without evaluating them</p> <p><input type="checkbox"/> Trainee is unable to see the need for improvement</p>	<p><input type="checkbox"/> Evaluates own performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set some goals for improvement with a high level of guidance from the supervisor</p>	<p><input type="checkbox"/> Evaluates own performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set goals for improvement with a moderate level of guidance from the supervisor</p>	<p><input type="checkbox"/> Adequately monitors and evaluates own performance</p> <p><input type="checkbox"/> Demonstrates a desire and commitment to ongoing improvement</p> <p><input type="checkbox"/> Accurately identifies strengths and weaknesses</p> <p><input type="checkbox"/> Sets goals for improvement with minimal or no guidance from the supervisor</p>
<p><b>C) Self-Management</b></p> <ul style="list-style-type: none"> <li>• Trainee uses reflective practice to organise self and manage realistic goals</li> <li>• Trainee is calm under pressure</li> </ul>				

<p><b>D) Problem solving skills</b></p> <ul style="list-style-type: none"> <li>• Trainee demonstrates problem solving skills including planning and organisation and decision making in a range of clinical contexts.</li> </ul>	<p><input type="checkbox"/> Has difficulty focusing and appears not to know what information is important for diagnosis</p> <p><input type="checkbox"/> Even in simple familiar situations, trainee has difficulty interpreting or making sense of the data</p> <p><input type="checkbox"/> Requires significant assistance in interpretation of data</p> <p><input type="checkbox"/> Unable to make adjustments as indicated by the patient's response or the clinical situation</p>	<p><input type="checkbox"/> Makes some decisions and makes an effort to prioritise data and tasks and focus on the most important, but also attends to less relevant or less useful data</p> <p><input type="checkbox"/> Requires a high level of assistance in interpretation of data</p> <p><input type="checkbox"/> Involved but unable to make adjustments as indicated by the patient's response or the clinical situation.</p> <p><input type="checkbox"/> Needs high degree of guidance from the supervisor</p>	<p><input type="checkbox"/> Plans sequencing and timing of tasks and recognises priorities and usually focuses on relevant data</p> <p><input type="checkbox"/> Able to make some adjustments as indicated by the patient's response or the clinical situation</p> <p><input type="checkbox"/> Seeks feedback or advice to make decisions</p> <p><input type="checkbox"/> Moderate degree of guidance required from the supervisor</p>	<p><input type="checkbox"/> Takes responsibility for workload and prioritises tasks</p> <p><input type="checkbox"/> Generally focuses on the most important data, redefines problems, clarifies key issues and seeks further relevant information to generate possible solutions</p> <p><input type="checkbox"/> Works independently in a wide range of areas</p> <p><input type="checkbox"/> Needs minimal guidance from the supervisor</p>
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<p><b>E) Communication skills</b></p> <ul style="list-style-type: none"> <li>• Trainee communicates effectively with patients</li> <li>• Trainee communicates effectively with other professionals</li> </ul>	<p><input type="checkbox"/> Difficulty communicating with staff and patients</p> <p><input type="checkbox"/> Except in simple situations, trainee is stressed/disorganised and unable to communicate well</p> <p><input type="checkbox"/> Patients and families are made confused and anxious and are not reassured.</p>	<p><input type="checkbox"/> Is tentative</p> <p><input type="checkbox"/> Shows some communication ability (e.g. giving directions)</p> <p><input type="checkbox"/> Communication with patients, families and team members is successful in routine and simple situations</p> <p><input type="checkbox"/> Becomes stressed and disorganised easily</p> <p><input type="checkbox"/> Displays caring but not fully competent</p> <p><input type="checkbox"/> Requires considerable guidance to communicate specified knowledge and understanding</p>	<p><input type="checkbox"/> Generally communicates well</p> <p><input type="checkbox"/> Explains carefully to the patients</p> <p><input type="checkbox"/> Gives clear directions to the team</p> <p><input type="checkbox"/> Is able to control or stay calm in most situations</p> <p><input type="checkbox"/> May show stress in particularly difficult or complex situations</p> <p><input type="checkbox"/> Could be more effective in establishing rapport</p> <p><input type="checkbox"/> Displays caring and mostly communicates well with patient and other professionals</p>	<p><input type="checkbox"/> Assumes responsibility</p> <p><input type="checkbox"/> Has a calm and confident manner</p> <p><input type="checkbox"/> Assesses patients confidently, checks for their understanding and displays caring whilst reassuring them and their families</p> <p><input type="checkbox"/> Communicates well with other professionals</p>
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## CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS				
Professional capabilities	Significant need for improvement	Novice	Advanced beginner	Competent
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>F) Technology and resource</b></p> <p>Trainee performs scans using appropriate skills, resources and technology</p> <p><i>This would include:</i></p> <ul style="list-style-type: none"> <li>• appropriate history taking</li> <li>• demonstrating appropriate use of ultrasound equipment</li> <li>• planning and conducting ultrasound exams</li> <li>• use of PACS</li> <li>• documenting ultrasound examination findings in accordance to organisational protocols</li> </ul>	<p><input type="checkbox"/> Unable to use technology and resources</p> <p><input type="checkbox"/> Unable to select appropriate resources to perform basic tasks and scans</p> <p><input type="checkbox"/> Fails to identify important information</p>	<p><input type="checkbox"/> Makes limited efforts to seek information</p> <p><input type="checkbox"/> Uses technology and resources with high degree of guidance from the supervisor to perform basic scans</p>	<p><input type="checkbox"/> Actively seeks information but occasionally does not pursue important leads</p> <p><input type="checkbox"/> Uses technology and resources with some degree of guidance from the supervisor to perform a limited range of scans</p>	<p><input type="checkbox"/> Assertively seeks information to plan the scan</p> <p><input type="checkbox"/> Carefully collects useful data from observing and interacting with the patient and family</p> <p><input type="checkbox"/> Uses technology and resources independently to perform a wide range of scans with increasing complexity</p> <p><input type="checkbox"/> Able to efficiently and effectively use technology and resources with minimal or no guidance from the supervisor</p>

<p><b>G) Hands on Scanning</b></p>	<p><b>Significant need for improvement</b></p>	<p><b>Novice:</b> Trainee sonographer needs extensive supervision during the entire procedure</p>	<p><b>Advanced Beginner:</b> Some conduct of the exam needs to be supervised</p>	<p><b>Competent:</b> Able to perform the entire procedure including all required communications</p>
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## SECTION B: Performance Appraisal (TO BE COMPLETED BY THE TRAINEE'S SUPERVISOR)

<b>Professional capabilities</b>	<b>Significant need for improvement</b>	<b>Novice</b>	<b>Advanced beginner</b>	<b>Competent</b>
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>A) Initiative and enterprise:</b></p> <ul style="list-style-type: none"> <li>• Trainee establishes professional role within scope of practice</li> <li>• Trainee is goal directed, motivated and a team player</li> <li>• Trainee delivers safe patient-centred services</li> <li>• Trainee respects patient diversity</li> <li>• Trainee practices within professional and ethical frameworks</li> <li>• Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room preparation</li> </ul>	<p><input type="checkbox"/> Shows NO initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role</p>	<p><input type="checkbox"/> Shows some initiative and enterprise</p> <p><input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role</p>	<p><input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor</p>	<p><input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor</p>



<p><b>B) Learning, evaluating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Trainee critically evaluates and reflects on own performance, learns from errors and shows commitment to improvement in order to establish lifelong learning skills and career management</li> </ul> <p><b>C) Self-Management</b></p> <ul style="list-style-type: none"> <li>• Trainee uses reflective practice to organise self and manage realistic goals</li> <li>• Trainee is calm under pressure</li> </ul>	<p><input type="checkbox"/> Self-evaluations are brief, cursory and not used to improve performance even after prompting by supervisor</p> <p><input type="checkbox"/> Justifies personal decisions and choices without evaluating them</p> <p><input type="checkbox"/> Trainee is unable to see the need for improvement</p>	<p><input type="checkbox"/> Evaluates own clinical performance at a basic level using simple criteria to understand and reflect on the role.</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set some goals for improvement with a high level of guidance from the supervisor</p>	<p><input type="checkbox"/> Evaluates own clinical performance at a basic level using simple criteria to understand and reflect on the role</p> <p><input type="checkbox"/> Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance</p> <p><input type="checkbox"/> Able to set goals for improvement with a moderate level of guidance from the supervisor</p>	<p><input type="checkbox"/> Adequately monitors and evaluates own clinical performance</p> <p><input type="checkbox"/> Demonstrates a desire and commitment to ongoing improvement</p> <p><input type="checkbox"/> Accurately identifies strengths and weaknesses</p> <p><input type="checkbox"/> Develops specific plans to eliminate weaknesses.</p> <p><input type="checkbox"/> Sets goals for improvement with minimal or no guidance from the supervisor</p>
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<p><b>D) Problem solving skills</b></p> <ul style="list-style-type: none"> <li>• Trainee demonstrates problem solving skills including planning and organisation and decision making in a range of clinical contexts.</li> </ul>	<p><input type="checkbox"/> Has difficulty focusing and appears not to know what information is most important for diagnosis</p> <p><input type="checkbox"/> Even in simple familiar situations, trainee has difficulty interpreting or making sense of the data</p> <p><input type="checkbox"/> Requires significant assistance in interpretation of data</p> <p><input type="checkbox"/> Unable to make adjustments as indicated by the patient's response or the clinical situation</p>	<p><input type="checkbox"/> Makes some decisions and makes an effort to prioritise data and tasks and focus on the most important, but also attends to less relevant or less useful data</p> <p><input type="checkbox"/> Requires a high level of assistance in interpretation of data</p> <p><input type="checkbox"/> Involved but unable to make adjustments as indicated by the patient's response or the clinical situation.</p> <p><input type="checkbox"/> Needs high degree of guidance from the supervisor</p>	<p><input type="checkbox"/> Plans sequencing and timing of tasks and recognises priorities and usually focuses on relevant data</p> <p><input type="checkbox"/> Able to make some adjustments as indicated by the patient's response or the clinical situation</p> <p><input type="checkbox"/> Seeks feedback or advice to make decisions</p> <p><input type="checkbox"/> Moderate degree of guidance required from the supervisor</p>	<p><input type="checkbox"/> Takes responsibility for workload and prioritises tasks</p> <p><input type="checkbox"/> Generally focuses on the most important data, redefines problems, clarifies key issues and seeks further relevant information to generate possible solutions</p> <p><input type="checkbox"/> Works independently in a wide range of areas</p> <p><input type="checkbox"/> Needs minimal guidance from the supervisor</p>
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<p><b>E) Communication skills</b></p> <ul style="list-style-type: none"> <li>• Trainee communicates effectively with patients</li> <li>• Trainee communicates effectively with other professionals</li> </ul>	<p><input type="checkbox"/> Difficulty communicating with staff and patients</p> <p><input type="checkbox"/> Except in simple situations, trainee is stressed/disorganised and unable to communicate well</p> <p><input type="checkbox"/> Patients and families are made confused and anxious and are not reassured.</p>	<p><input type="checkbox"/> Is tentative</p> <p><input type="checkbox"/> Shows some communication ability (e.g. giving directions)</p> <p><input type="checkbox"/> Communication with patients, families and team members is successful in routine and simple situations</p> <p><input type="checkbox"/> Becomes stressed and disorganised easily</p> <p><input type="checkbox"/> Displays caring but not fully competent</p> <p><input type="checkbox"/> Requires considerable guidance to communicate specified knowledge and understanding</p>	<p><input type="checkbox"/> Generally communicates well</p> <p><input type="checkbox"/> Explains carefully to the patients</p> <p><input type="checkbox"/> Gives clear directions to the team</p> <p><input type="checkbox"/> Is able to control or stay calm in most situations</p> <p><input type="checkbox"/> May show stress in particularly difficult or complex situations</p> <p><input type="checkbox"/> Could be more effective in establishing rapport</p> <p><input type="checkbox"/> Displays caring and mostly communicates well with patient and other professionals</p>	<p><input type="checkbox"/> Assumes responsibility</p> <p><input type="checkbox"/> Has a calm and confident manner</p> <p><input type="checkbox"/> Assesses patients confidently, checks for their understanding and displays caring whilst reassuring them and their families</p> <p><input type="checkbox"/> Communicates well with other professionals</p>
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## CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS				
<b>Professional capabilities</b>	<b>Significant need for improvement</b>	<b>Novice</b>	<b>Advanced beginner</b>	<b>Competent</b>
<p>Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.</p> <p><b>F) Technology and resource</b></p> <p>Trainee performs scans using appropriate skills, resources and technology</p> <p><i>This would include:</i></p> <ul style="list-style-type: none"> <li>• appropriate history taking</li> <li>• demonstrating appropriate use of ultrasound equipment</li> <li>• planning and conducting ultrasound exams</li> <li>• use of PACS</li> <li>• documenting ultrasound examination findings in accordance to organisational protocols</li> </ul>	<p><input type="checkbox"/> Unable to use technology and resources</p> <p><input type="checkbox"/> Unable to select appropriate resources to perform basic tasks and scans</p> <p><input type="checkbox"/> Fails to identify important information</p>	<p><input type="checkbox"/> Makes limited efforts to seek information</p> <p><input type="checkbox"/> Uses technology and resources with high degree of guidance from the supervisor to perform basic scans</p>	<p><input type="checkbox"/> Actively seeks information but occasionally does not pursue important leads</p> <p><input type="checkbox"/> Uses technology and resources with some degree of guidance from the supervisor to perform a limited range of scans</p>	<p><input type="checkbox"/> Assertively seeks information to plan the scan</p> <p><input type="checkbox"/> Carefully collects useful data from observing and interacting with the patient and family</p> <p><input type="checkbox"/> Uses technology and resources independently to perform a wide range of scans with increasing complexity</p> <p><input type="checkbox"/> Able to efficiently and effectively use technology and resources with minimal or no guidance from the supervisor</p>

G) Hands on Scanning	Significant need for improvement	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised.	Competent: Able to perform the entire procedure including all required communications

*Any additional Supervisor comments:*

[illegible]



<b>Trainee Declaration</b>	
I confirm that: <ul style="list-style-type: none"> <li>• The above is an accurate record of the issues discussed and the advice I have received during my clinical training review.</li> <li>• I understand the advice I have received</li> <li>• A copy of this completed form will be scanned and submitted to the University of South Australia as proof of progress of clinical training and a copy will be retained for workplace and trainee records for the purpose of ASAR requirements.</li> </ul>	
Trainee Signature:	Date:
<b>Clinical Supervisor Declaration</b>	
I confirm that: <ul style="list-style-type: none"> <li>• The above is an accurate record of the issues discussed and the advice I have provided during this training review.</li> <li>• A copy of this completed form will be scanned and submitted to the University of South Australia as proof of progress of clinical training and a copy will be retained for workplace and trainee records for the purpose of ASAR requirements.</li> <li>• I am required to contact the course coordinator at the University of South Australia if there are any concerns with the trainee's training and progress.</li> </ul>	
Clinical Supervisor's name:	
Clinical Supervisor's position:	
Clinical Supervisor's signature:	Date:

**If you have any concerns regarding the trainee, please contact the primary Course Coordinator for the course the trainee is currently enrolled in.**

**Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>**





