

Postgraduate Medical Sonography Programs Cardiac Logbook

name



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.

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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.

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

this Program l, (full name of supervisor) (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. Signature of Supervisor......date/..... Supervisor ASAR AMS number or equivalent, provide details of accreditation

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Supervisors cover letter if need proof of scanning outside of log book submissions prior to entry into this Program l, (full name of supervisor) (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. Signature of Supervisor...... date/..... Supervisor ASAR AMS number or equivalent, provide details of accreditation Signature of Student.......date/.....

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

this Program l, (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. Signature of Supervisor...... date/..... date Supervisor ASAR AMS number or equivalent, provide details of accreditation Signature of Student...... date/.....

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Supervisors cover letter if need proof of scanning outside of log book submissions prior to entry into this Program l, (full name of supervisor) (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. Signature of Supervisor......date/..... Supervisor ASAR AMS number or equivalent, provide details of accreditation Signature of Student......date/..... date

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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.

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

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.

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

Main logbook

Number	Date	Pleas	e tick	Pathology
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Number	Date	Full	Partial	Pathology
		supervision	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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Number	Date	Full supervision	Partial supervision	Pathology
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Date	Full supervision	Partial supervision	Pathology
	Date		

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:
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	Partial	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full	Partial	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	Partial 	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.				
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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	Partial	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
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Number	Date	Full supervision	Partial supervision	Pathology
		supervision	super vision	
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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	Partial	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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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:
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
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:

Number	Date	Full supervision	Partial supervision	Pathology
1801.				
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Number	Date	Full	Partial	Pathology
		supervision	supervision	
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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	Partial	Pathology
		supervision	supervision	
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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
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:
confirm the Student has completed the type and number of scans under supervision: Yes/No
Supervisor Signature:
Supervisor Name:

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	Pleas	Please tick		Please tick	
		Full supervision	Partial supervision		Global	Regional
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Number	Date	Full	Partial	LVEF	Global	Regional
		supervision	supervision			
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Number	Date	Full supervision	Partial supervision	LVEF	Global	Regional
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Number	Date	Full supervision	Partial supervision	LVEF	Global	Regional
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Number	Date	Full supervision	Partial supervision	LVEF	Global	Regional
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Number	Date	Full supervision	Partial supervision	LVEF	Global	Regional
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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:

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:

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:

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:

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)

Supervisor Name:
Supervisor Signature:
I confirm the Student has completed the type and number of scans under supervision: Yes/No
Student signature:
Student Given name/s:
Student Family name:
Student ID Number:

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

SECTION C

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Clinical Formative Assessment Training Milestones

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.

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

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

As a prerequisite to CSP, we require evidence of:

- a) Completion of 1800 supervised clinical echocardiography examinations.
- 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.
- 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.

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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.

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

Professional capabilities	Significant need for	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	improvement			
the ASA Competency Standards and ASA				
Code of Conduct.				
A) Initiative and enterprise:	□ Shows NO	☐ Shows some	☐ Identifies with	☐ Able to establish
 Trainee establishes professional 	initiative and	initiative and	role and clarifies	professional role
role within scope of practice	enterprise	enterprise	requirements with	requirements, adapts
 Trainee is goal directed, motivated 			some degree of	with minimal or no
and a team player		Requires a high	guidance form	guidance from
 Trainee delivers safe patient- 	☐ Requires a high	degree of guidance	supervisor	supervisor
centred services	degree of guidance	from supervisor to		
 Trainee respects patient diversity 	from supervisor to	identify and adapt to		
 Trainee practices within 	identify and adapt to	professional role		
professional and ethical	the role			
frameworks				
 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				
-				

B)	Learning, evaluating and reflecting	Self-evaluations	Evaluates own	Evaluates own	☐ Adequately
•	Trainee critically evaluates and	are brief, cursory and	performance at a	performance at a	monitors and
	reflects on own performance,	not used to improve	basic level using	basic level using	evaluates own
	learns from errors and shows	performance even	simple criteria to	simple criteria to	performance
	commitment to improvement in	after prompting by	understand and	understand and	
	order to establish lifelong learning	supervisor	reflect on the role	reflect on the role	Demonstrates a
	skills and career management				desire and
		Justifies personal	Demonstrates	Demonstrates	commitment to
Û	Self-Management	decisions and choices	awareness of the	awareness of the	ongoing improvement
•	Trainee uses reflective practice to	without evaluating	need for ongoing	need for ongoing	
	organise self and manage realistic	them	improvement and	improvement and	□ Accurately
	goals		makes some effort to	makes some effort to	identifies strengths
•	Trainee is calm under pressure	Trainee is unable	learn from experience	learn from experience	and weaknesses
		to see the need for	and improve	and improve	
		improvement	performance	performance	
					Sets goals for
			☐ Able to set some	Able to set goals	improvement with
			goals for	for improvement with	minimal or no
			improvement with a	a moderate level of	guidance from the
			high level of guidance	guidance from the	supervisor
			from the supervisor	supervisor	

(a	Problem solving skills	☐ Has difficulty	☐ Makes some	☐ Plans sequencing	□ Takes
•	Trainee demonstrates problem	focusing and appears	decisions and makes	and timing of tasks	responsibility for
	solving skills including planning and	not to know what	an effort to prioritise	and recognises	workload and
	organisation and decision making	information is	data and tasks and	priorities and usually	prioritises tasks
	in a range of clinical contexts.	important for	focus on the most	focuses on relevant	
		diagnosis	important, but also	data	☐ Generally focuses
			attends to less		on the most
		Even in simple	relevant or less useful	☐ Able to make some	important data,
		familiar situations,	data	adjustments as	redefines problems,
		trainee has difficulty		indicated by the	clarifies key issues
		interpreting or making	Requires a high	patient's response or	and seeks further
		sense of the data	level of assistance in	the clinical situation	relevant information
			interpretation of data		to generate possible
		☐ Requires		Seeks feedback or	solutions
		significant assistance	☐ Involved but	advice to make	
		in interpretation of	unable to make	decisions	Works
		data	adjustments as		independently in a
			indicated by the	☐ Moderate degree	wide range of areas
		Unable to make	patient's response or	of guidance required	
		adjustments as	the clinical situation.	from the supervisor	Needs minimal
		indicated by the			guidance from the
		patient's response or	☐ Needs high degree		supervisor
		the clinical situation	of guidance from the		
			supervisor		

E) Comm	Communication skills	□ Difficulty	☐ Is tentative	☐ Generally	☐ Assumes
•	Trainee communicates	communicating with		communicates well	responsibility
	effectively with patients	staff and patients	□ Shows some		
•	Trainee communicates		communication ability	Explains carefully	☐ Has a calm and
	effectively with other	Except in simple	(e.g. giving directions)	to the patients	confident manner
	professionals	situations, trainee is			
		stressed/disorganised	Communication	☐ Gives clear	Assesses patients
		and unable to	with patients, families	directions to the team	confidently, checks
		communicate well	and team members is		for their
			successful in routine	☐ Is able to control	understanding and
		Patients and	and simple situations	or stay calm in most	displays caring whilst
		families are made		situations	reassuring them and
		confused and anxious	☐ Becomes stressed		their families
		and are not	and disorganised	☐ May show stress in	
		reassured.	easily	particularly difficult or	Communicates
				complex situations	well with other
			Displays caring but		professionals
			not fully competent	Could be more	
				effective in	
			Requires	establishing rapport	
			considerable guidance		
			to communicate	Displays caring and	
			specified knowledge	mostly communicates	
			and understanding	well with patient and	
				other professionals	

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

	000000000000000000000000000000000000000	sof book tacification	No.	Additional books	, actor and
Profes	riolessional capabilities	olgimicanic need 101		Advanced Degime	
Trainee sonogr	Trainee sonographers are required to meet	improvement			
the ASA Comp	the ASA Competency Standards and ASA				
J	Code of Conduct.				
F) Techno	Technology and resource	☐ Unable to use	☐ Makes limited	☐ Actively seeks	☐ Assertively seeks
Trainee	Trainee performs scans using	technology and	efforts to seek	information but	information to plan the scan
approp	appropriate skills, resources and	resources	information	occasionally does	
technology	logy			not pursue	☐ Carefully collects useful
This wc	This would include:	☐ Unable to select	☐ Uses technology	important leads	data from observing and
•	appropriate history taking	appropriate	and resources with		interacting with the patient
•	demonstrating appropriate	resources to	high degree of	☐ Uses technology	and family
	use of ultrasound	perform basic tasks	guidance from the	and resources with	
	equipment	and scans	supervisor to	some degree of	Uses technology and
•	planning and conducting		perform basic scans	guidance from the	resources independently to
	ultrasound exams	☐ Fails to identify		supervisor to	perform a wide range of
•	use of PACS	important		perform a limited	scans with increasing
•	documenting ultrasound	information		range of scans	complexity
	examination findings in				
	accordance to				☐ Able to efficiently and
	organisational protocols				effectively use technology
					and resources with minimal
					or no guidance from the
					supervisor

					Ī
G) Hands on Scanning	Significant need for Novice:	Novice:	Advanced Beginner: Competent:	Competent:	7
	improvement	Trainee	Some conduct of	Able to perform the entire	
		sonographer needs	the exam needs to	procedure including all	
		extensive	be supervised	required communications	
		supervision during			
		the entire			
		procedure			

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

Professional capabilities	Significant need for	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	improvement			
the ASA Competency Standards and ASA				
Code of Conduct.				
A) Initiative and enterprise:	□ Shows NO	☐ Shows some	☐ Identifies with	☐ Able to establish
 Trainee establishes professional 	initiative and	initiative and	role and clarifies	professional role
role within scope of practice	enterprise	enterprise	requirements with	requirements, adapts
 Trainee is goal directed, motivated 			some degree of	with minimal or no
and a team player	Requires a high	Requires a high	guidance form	guidance from
 Trainee delivers safe patient- 	degree of guidance	degree of guidance	supervisor	supervisor
centred services	from supervisor to	from supervisor to		
 Trainee respects patient diversity 	identify and adapt to	identify and adapt to		
 Trainee practices within 	the role	professional role		
professional and ethical				
frameworks				
 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				

B)	B) Learning, evaluating and reflecting	☐ Self-evaluations	Evaluates own	Evaluates own	Adequately
•	Trainee critically evaluates and	are brief, cursory and	clinical performance	clinical performance	monitors and
	reflects on own performance,	not used to improve	at a basic level using	at a basic level using	evaluates own clinical
	learns from errors and shows	performance even	simple criteria to	simple criteria to	performance
	commitment to improvement in	after prompting by	understand and	understand and	
	order to establish lifelong learning	supervisor	reflect on the role.	reflect on the role	Demonstrates a
	skills and career management				desire and
		Justifies personal	Demonstrates	Demonstrates	commitment to
Û	Self-Management	decisions and choices	awareness of the	awareness of the	ongoing improvement
•	Trainee uses reflective practice to	without evaluating	need for ongoing	need for ongoing	
	organise self and manage realistic	them	improvement and	improvement and	□ Accurately
	goals		makes some effort to	makes some effort to	identifies strengths
•	Trainee is calm under pressure	Trainee is unable	learn from experience	learn from experience	and weaknesses
		to	and improve	and improve	
		see the need for	performance	performance	Develops specific
		improvement			plans to eliminate
			Able to set some	Able to set goals	weaknesses.
			goals for	for improvement with	
			improvement with a	a moderate level of	Sets goals for
			high level of guidance	guidance from the	improvement with
			from the supervisor	supervisor	minimal or no
					guidance from the
					supervisor

0	Problem solving skills	☐ Has difficulty	□ Makes some	□ Plans sequencing	□ Takes
•	Trainee demonstrates problem	focusing and appears	decisions and makes	and timing of tasks	responsibility for
	solving skills including planning and	not to know what	an effort to prioritise	and recognises	workload and
	organisation and decision making	information is most	data and tasks and	priorities and usually	prioritises tasks
	in a range of clinical contexts.	important for	focus on the most	focuses on relevant	
		diagnosis	important, but also	data	Generally focuses
			attends to less		on the most
		Even in simple	relevant or less useful	☐ Able to make some	important data,
		familiar situations,	data	adjustments as	redefines problems,
		trainee has difficulty		indicated by the	clarifies key issues
		interpreting or making	Requires a high	patient's response or	and seeks further
		sense of the data	level of assistance in	the clinical situation	relevant information
			interpretation of data		to generate possible
		☐ Requires		Seeks feedback or	solutions
		significant assistance	☐ Involved but	advice to make	
		in interpretation of	unable to make	decisions	Works
		data	adjustments as		independently in a
			indicated by the		wide range of areas
		Unable to make	patient's response or	☐ Moderate degree	
		adjustments as	the clinical situation.	of guidance required	☐ Needs minimal
		indicated by the		from the supervisor	guidance from the
		patient's response or	☐ Needs high degree		supervisor
		the clinical situation	of guidance from the		
			supervisor		

E)	Comm	Communication skills	□ Difficulty	☐ Is tentative	☐ Generally	Assumes
	•	Trainee communicates	communicating with		communicates well	responsibility
		effectively with patients	staff and patients	□ Shows some		
	•	Trainee communicates		communication ability	Explains carefully	☐ Has a calm and
		effectively with other	Except in simple	(e.g. giving directions)	to the patients	confident manner
		professionals	situations, trainee is			
			stressed/disorganised	Communication	☐ Gives clear	Assesses patients
			and unable to	with patients, families	directions to the team	confidently, checks
			communicate well	and team members is		for their
				successful in routine	☐ Is able to control	understanding and
			Patients and	and simple situations	or stay calm in most	displays caring whilst
			families are made		situations	reassuring them and
			confused and anxious	☐ Becomes stressed		their families
			and are not	and disorganised	☐ May show stress in	
			reassured.	easily	particularly difficult or	Communicates
					complex situations	well with other
				Displays caring but		professionals
				not fully competent	☐ Could be more	
					effective in	
				☐ Requires	establishing rapport	
				considerable guidance		
				to communicate	Displays caring and	
				specified knowledge	mostly communicates	
				and understanding	well with patient and	
					other professionals	

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

Professional capabilities	es	Significant need for	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	ed to meet	improvement			
the ASA Competency Standards and ASA	and ASA				
Code of Conduct.					
F) Technology and resource	a)	☐ Unable to use	☐ Makes limited	☐ Actively seeks	Assertively seeks
Trainee performs scans using	ısing	technology and	efforts to seek	information but	information to plan the scan
appropriate skills, resources and	ces and	resources	information	occasionally does	
technology				not pursue	□ Carefully collects useful
This would include:		Unable to select	☐ Uses technology	important leads	data from observing and
 appropriate history taking 	ory taking	appropriate	and resources with		interacting with the patient
 demonstrating appropriate 	ppropriate	resources to	high degree of	☐ Uses technology	and family
use of ultrasound	70	perform basic tasks	guidance from the	and resources with	
equipment		and scans	supervisor to	some degree of	Uses technology and
 planning and conducting 	ducting		perform basic scans	guidance from the	resources independently to
ultrasound exams	S	Fails to identify		supervisor to	perform a wide range of
use of PACS		important		perform a limited	scans with increasing
 documenting ultrasound 	rasound	information		range of scans	complexity
examination findings in	ings in				
accordance to					 Able to efficiently and
organisational protocols	otocols				effectively use technology
					and resources with minimal
					or no guidance from the
					supervisor

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

Any additional Supervisor comments:						
Any additi						

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.

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 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 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. Date: Date: The above is an accurate record of the issues discussed and the advice I have received during my clinical training review. The above is an accurate record of the issues discussed and the advice I have provided during this training review. workplace and trainee records for the purpose of ASAR requirements. workplace and trainee records for the purpose of ASAR requirements. I understand the advice I have received Clinical Supervisor Declaration Clinical Supervisor's signature: Clinical Supervisor's position: Clinical Supervisor's name: **Trainee Declaration** Trainee Signature: I confirm that: I confirm that:

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	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	improvement			
the ASA Competency Standards and ASA				
Code of Conduct.				
A) Initiative and enterprise:	□ Shows NO	☐ Shows some	☐ Identifies with	☐ Able to establish
 Trainee establishes professional 	initiative and	initiative and	role and clarifies	professional role
role within scope of practice	enterprise	enterprise	requirements with	requirements, adapts
 Trainee is goal directed, motivated 			some degree of	with minimal or no
and a team player		Requires a high	guidance form	guidance from
 Trainee delivers safe patient- 	☐ Requires a high	degree of guidance	supervisor	supervisor
centred services	degree of guidance	from supervisor to		
 Trainee respects patient diversity 	from supervisor to	identify and adapt to		
 Trainee practices within 	identify and adapt to	professional role		
professional and ethical	the role			
frameworks				
 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				

1		:			
В)	Learning, evaluating and reflecting	Self-evaluations	Evaluates own	evaluates own	Adequately
•	Trainee critically evaluates and	are brief, cursory and	performance at a	performance at a	monitors and
	reflects on own performance,	not used to improve	basic level using	basic level using	evaluates own
	learns from errors and shows	performance even	simple criteria to	simple criteria to	performance
	commitment to improvement in	after prompting by	understand and	understand and	
	order to establish lifelong learning	supervisor	reflect on the role	reflect on the role	Demonstrates a
	skills and career management				desire and
		Justifies personal	Demonstrates	Demonstrates	commitment to
()	C) Self-Management	decisions and choices	awareness of the	awareness of the	ongoing improvement
•	Trainee uses reflective practice to	without evaluating	need for ongoing	need for ongoing	
	organise self and manage realistic	them	improvement and	improvement and	☐ Accurately
	goals		makes some effort to	makes some effort to	identifies strengths
•	Trainee is calm under pressure	Trainee is unable	learn from experience	learn from experience	and weaknesses
		to see the need for	and improve	and improve	
		improvement	performance	performance	
					Sets goals for
			☐ Able to set some	Able to set goals	improvement with
			goals for	for improvement with	minimal or no
			improvement with a	a moderate level of	guidance from the
			high level of guidance	guidance from the	supervisor
			from the supervisor	supervisor	

(a	Problem solving skills	☐ Has difficulty	□ Makes some	□ Plans sequencing	□ Takes
•	Trainee demonstrates problem	focusing and appears	decisions and makes	and timing of tasks	responsibility for
	solving skills including planning and	not to know what	an effort to prioritise	and recognises	workload and
	organisation and decision making	information is	data and tasks and	priorities and usually	prioritises tasks
	in a range of clinical contexts.	important for	focus on the most	focuses on relevant	
		diagnosis	important, but also	data	☐ Generally focuses
			attends to less		on the most
		Even in simple	relevant or less useful	☐ Able to make some	important data,
		familiar situations,	data	adjustments as	redefines problems,
		trainee has difficulty		indicated by the	clarifies key issues
		interpreting or making	Requires a high	patient's response or	and seeks further
		sense of the data	level of assistance in	the clinical situation	relevant information
			interpretation of data		to generate possible
		☐ Requires		Seeks feedback or	solutions
		significant assistance	Involved but	advice to make	
		in interpretation of	unable to make	decisions	Works
		data	adjustments as		independently in a
			indicated by the	☐ Moderate degree	wide range of areas
		Unable to make	patient's response or	of guidance required	
		adjustments as	the clinical situation.	from the supervisor	☐ Needs minimal
		indicated by the			guidance from the
		patient's response or	☐ Needs high degree		supervisor
		the clinical situation	of guidance from the		
			supervisor		

E)	Comm	Communication skills	□ Difficulty	☐ Is tentative	☐ Generally	□ Assumes
	•	Trainee communicates	communicating with		communicates well	responsibility
		effectively with patients	staff and patients	□ Shows some		
	•	Trainee communicates		communication ability	Explains carefully	Has a calm and
		effectively with other	Except in simple	(e.g. giving directions)	to the patients	confident manner
		professionals	situations, trainee is			
			stressed/disorganised	Communication	☐ Gives clear	Assesses patients
			and unable to	with patients, families	directions to the team	confidently, checks
			communicate well	and team members is		for their
				successful in routine	☐ Is able to control	understanding and
			Patients and	and simple situations	or stay calm in most	displays caring whilst
			families are made		situations	reassuring them and
			confused and anxious	☐ Becomes stressed		their families
			and are not	and disorganised	☐ May show stress in	
			reassured.	easily	particularly difficult or	Communicates
					complex situations	well with other
				Displays caring but		professionals
				not fully competent	☐ Could be more	
					effective in	
				Requires	establishing rapport	
				considerable guidance		
				to communicate	Displays caring and	
				specified knowledge	mostly communicates	
				and understanding	well with patient and	
					other professionals	

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS



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

	Jigiiiicaiit iieed ioi	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	improvement			
the ASA Competency Standards and ASA				
Code of Conduct.				
A) Initiative and enterprise:	□ Shows NO	☐ Shows some	☐ Identifies with	☐ Able to establish
Trainee establishes professional ini	initiative and	initiative and	role and clarifies	professional role
role within scope of practice	enterprise	enterprise	requirements with	requirements, adapts
 Trainee is goal directed, motivated 			some degree of	with minimal or no
and a team player	Requires a high	Requires a high	guidance form	guidance from
Trainee delivers safe patient- de	degree of guidance	degree of guidance	supervisor	supervisor
centred services fro	from supervisor to	from supervisor to		
Trainee respects patient diversity id-	identify and adapt to	identify and adapt to		
Trainee practices within th	the role	professional role		
professional and ethical				
frameworks				
 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				

B)	B) Learning, evaluating and reflecting	☐ Self-evaluations	☐ Evaluates own	☐ Evaluates own	□ Adequately
•	Trainee critically evaluates and	are brief, cursory and	clinical performance	clinical performance	monitors and
	reflects on own performance,	not used to improve	at a basic level using	at a basic level using	evaluates own clinical
	learns from errors and shows	performance even	simple criteria to	simple criteria to	performance
	commitment to improvement in	after prompting by	understand and	understand and	
	order to establish lifelong learning	supervisor	reflect on the role.	reflect on the role	Demonstrates a
	skills and career management				desire and
		Justifies personal	Demonstrates	Demonstrates	commitment to
Û	Self-Management	decisions and choices	awareness of the	awareness of the	ongoing improvement
•	Trainee uses reflective practice to	without evaluating	need for ongoing	need for ongoing	
	organise self and manage realistic	them	improvement and	improvement and	□ Accurately
	goals		makes some effort to	makes some effort to	identifies strengths
•	Trainee is calm under pressure	Trainee is unable	learn from experience	learn from experience	and weaknesses
		to	and improve	and improve	
		see the need for	performance	performance	Develops specific
		improvement			plans to eliminate
			☐ Able to set some	Able to set goals	weaknesses.
			goals for	for improvement with	
			improvement with a	a moderate level of	Sets goals for
			high level of guidance	guidance from the	improvement with
			from the supervisor	supervisor	minimal or no
					guidance from the
					supervisor

0	D) Problem solving skills	☐ Has difficulty	□ Makes some	□ Plans sequencing	□ Takes
•	Trainee demonstrates problem	focusing and appears	decisions and makes	and timing of tasks	responsibility for
	solving skills including planning and	not to know what	an effort to prioritise	and recognises	workload and
	organisation and decision making	information is most	data and tasks and	priorities and usually	prioritises tasks
	in a range of clinical contexts.	important for	focus on the most	focuses on relevant	
		diagnosis	important, but also	data	☐ Generally focuses
			attends to less		on the most
		Even in simple	relevant or less useful	☐ Able to make some	important data,
		familiar situations,	data	adjustments as	redefines problems,
		trainee has difficulty		indicated by the	clarifies key issues
		interpreting or making	Requires a high	patient's response or	and seeks further
		sense of the data	level of assistance in	the clinical situation	relevant information
			interpretation of data		to generate possible
		Requires		Seeks feedback or	solutions
		significant assistance	☐ Involved but	advice to make	
		in interpretation of	unable to make	decisions	Works
		data	adjustments as		independently in a
			indicated by the		wide range of areas
		Unable to make	patient's response or	☐ Moderate degree	
		adjustments as	the clinical situation.	of guidance required	☐ Needs minimal
		indicated by the		from the supervisor	guidance from the
		patient's response or	☐ Needs high degree		supervisor
		the clinical situation	of guidance from the		
			supervisor		

Ē	Comm	Communication skills	□ Difficulty	☐ Is tentative	☐ Generally	☐ Assumes
	•	Trainee communicates	communicating with		communicates well	responsibility
		effectively with patients	staff and patients	☐ Shows some		
	•	Trainee communicates		communication ability	Explains carefully	☐ Has a calm and
		effectively with other	Except in simple	(e.g. giving directions)	to the patients	confident manner
		professionals	situations, trainee is			
			stressed/disorganised	Communication	☐ Gives clear	Assesses patients
			and unable to	with patients, families	directions to the team	confidently, checks
			communicate well	and team members is		for their
				successful in routine	☐ Is able to control	understanding and
			Patients and	and simple situations	or stay calm in most	displays caring whilst
			families are made		situations	reassuring them and
			confused and anxious	☐ Becomes stressed		their families
			and are not	and disorganised	☐ May show stress in	
			reassured.	easily	particularly difficult or	Communicates
					complex situations	well with other
				Displays caring but		professionals
				not fully competent	☐ Could be more	
					effective in	
				☐ Requires	establishing rapport	
				considerable guidance		
				to communicate	Displays caring and	
				specified knowledge	mostly communicates	
				and understanding	well with patient and	
					other professionals	

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

Professional capabilities	Significant need for	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	improvement			
the ASA Competency Standards and ASA				
Code of Conduct.				
F) Technology and resource	☐ Unable to use	☐ Makes limited	Actively seeks	Assertively seeks
Trainee performs scans using	technology and	efforts to seek	information but	information to plan the scan
appropriate skills, resources and	resources	information	occasionally does	
technology			not pursue	☐ Carefully collects useful
This would include:	☐ Unable to select	Uses technology	important leads	data from observing and
 appropriate history taking 	appropriate	and resources with		interacting with the patient
 demonstrating appropriate 	resources to	high degree of	Uses technology	and family
use of ultrasound	perform basic tasks	guidance from the	and resources with	
equipment	and scans	supervisor to	some degree of	Uses technology and
 planning and conducting 		perform basic scans	guidance from the	resources independently to
ultrasound exams	Fails to identify		supervisor to	perform a wide range of
 use of PACS 	important		perform a limited	scans with increasing
 documenting ultrasound 	information		range of scans	complexity
examination findings in				
accordance to				Able to efficiently and
organisational protocols				effectively use technology
				and resources with minimal
				or no guidance from the
				supervisor

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

Any additional Supervisor comments:



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.

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 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 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. Date: Date: The above is an accurate record of the issues discussed and the advice I have received during my clinical training review. The above is an accurate record of the issues discussed and the advice I have provided during this training review. workplace and trainee records for the purpose of ASAR requirements. workplace and trainee records for the purpose of ASAR requirements. I understand the advice I have received Clinical Supervisor Declaration Clinical Supervisor's signature: Clinical Supervisor's position: Clinical Supervisor's name: **Trainee Declaration** Trainee Signature: I confirm that: I confirm that:

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)

Trainee Sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct. A) Initiative and enterprise: • Trainee establishes professional role within scope of practice • Trainee establishes professional and a team player • Trainee delivers safe patient- centred services • Trainee practices within professional and ethical frameworks • Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection	Trainee sonographer the ASA Competen Code of A) Initiative and Trainee esta role within s Trainee is go and a team g Trainee delive	rs are required to meet not Standards and ASA f Conduct. d enterprise: blishes professional cope of practice all directed, motivated player vers safe patient-vices	improvement Shows NO initiative and enterprise Requires a high degree of guidance from supervisor to	 □ Shows some initiative and enterprise □ Requires a high degree of guidance 	☐ Identifies with role and clarifies requirements with some degree of guidance form supervisor	Able to establish professional role requirements, adapts with minimal or no guidance from supervisor
□ Shows NO □ Shows some initiative and enterprise enterprise □ Requires a high degree of guidance degree of guidance from supervisor to identify and adapt to identify and adapt to professional role the role	the ASA Competen Code of A) Initiative an • Trainee esta role within s • Trainee is go and a team p	f Conduct. d enterprise: blishes professional cope of practice bal directed, motivated player vers safe patient- vices	☐ Shows NO initiative and enterprise ☐ Requires a high degree of guidance from supervisor to	☐ Shows some initiative and enterprise ☐ Requires a high degree of guidance	Identifies with role and clarifies requirements with some degree of guidance form supervisor	☐ Able to establish professional role requirements, adapts with minimal or no guidance from supervisor
Code of Conduct. Shows NO Shows some Initiative and enterprise: Shows NO Shows some Trainee establishes professional role within scope of practice enterprise enterprise Trainee is goal directed, motivated and a team player Requires a high degree of guidance Requires a high degree of guidance Trainee delivers safe patient diversity from supervisor to identify and adapt to identify and ethical the role identify and adapt to identify and adapt to identify and adapt to identify and adapt to identify and only identify and adapt to identify and adapt to identify and only identify and adapt to identify and only identify and adapt to identify and adapt to identify and only identify and adapt to identify and		d enterprise: d enterprise: blishes professional cope of practice bal directed, motivated player vers safe patient- vices	☐ Shows NO initiative and enterprise ☐ Requires a high degree of guidance from supervisor to	 □ Shows some initiative and enterprise □ Requires a high degree of guidance 	☐ Identifies with role and clarifies requirements with some degree of guidance form supervisor	Able to establish professional role requirements, adapts with minimal or no guidance from supervisor
Initiative and enterprise: Shows NO Shows some Trainee establishes professional role within scope of practice initiative and enterprise initiative and enterprise Trainee is goal directed, motivated and a team player Requires a high Requires a high Trainee delivers safe patient- centred services Requires a high Image: Requires a high Trainee delivers safe patient diversity from supervisor to identify and adapt to identify and adapt to Trainee practices within the role identify and adapt to professional and ethical the role the role frameworks the role the role grame conforms to organisational protocols for maintaining standards and quality assurance. the role This also includes infection the role		d enterprise: blishes professional cope of practice bal directed, motivated player vers safe patient- vices	 □ Shows NO initiative and enterprise □ Requires a high degree of guidance from supervisor to 	 □ Shows some initiative and enterprise □ Requires a high degree of guidance 	☐ Identifies with role and clarifies requirements with some degree of guidance form supervisor	☐ Able to establish professional role requirements, adapts with minimal or no guidance from supervisor
blishes professional initiative and cope of practice and cope of practice and directed, motivated cope of practice and directed, motivated cope of practice and degree of guidance degree of guidance from supervisor to identify and adapt to identify and adapt to identify and adapt to identify and adapt to the role and ethical the role to reasonable and ethical the role in the role to reasonable and ethical the role identify and adapt to identify assurance.	 Trainee esta Trainee is go and a team g Trainee deliv 	blishes professional cope of practice all directed, motivated player vers safe patient-vices	initiative and enterprise Requires a high degree of guidance from supervisor to	initiative and enterprise ☐ Requires a high degree of guidance	role and clarifies requirements with some degree of guidance form supervisor	professional role requirements, adapts with minimal or no guidance from supervisor
cope of practice enterprise enters and ethical enterprise environment is to organisational remaintaining enterprise enterprise environment remaintaining enterprise enterprise environment remaintaining enterprise enterprise environment enterprise enterprise environment enterprise en environment enterprise en ente	role within s Trainee is go and a team p Trainee deliv	icope of practice bal directed, motivated player vers safe patient- vices	enterprise ☐ Requires a high degree of guidance from supervisor to	enterprise □ Requires a high degree of guidance	requirements with some degree of guidance form supervisor	requirements, adapts with minimal or no guidance from supervisor
all directed, motivated balayer vers safe patient- ices ices ects patient diversity ects patient diversity and ethical notes a safe and kplace environment is to organisational r maintaining indepute the cole identify and adapt to identify a	Trainee is go and a team pTrainee delivent	oal directed, motivated player vers safe patient- vices	 □ Requires a high degree of guidance from supervisor to 	☐ Requires a high degree of guidance	some degree of guidance form supervisor	with minimal or no guidance from supervisor
lers safe patient- lices lices lices lices degree of guidance from supervisor to identify and adapt to identif	and a team parts and a team parts.	player vers safe patient- rices ects patient diversity	 Requires a high degree of guidance from supervisor to 	 □ Requires a high degree of guidance 	guidance form supervisor	guidance from supervisor
ices degree of guidance from supervisor to degree of guidance ects patient diversity from supervisor to identify and adapt to identify and adapt to the role thical the role notes a safe and splace environment is to organisational remaintaining indiguality assurance.	 Trainee deliv 	vers safe patient- vices vects patient diversity	 □ Requires a high degree of guidance from supervisor to 	degree of guidance	supervisor	supervisor
ices degree of guidance ects patient diversity from supervisor to identify and adapt to and ethical the role hotes a safe and kplace environment is to organisational remaintaining adapting individual infection		rices bects patient diversity	degree of guidance from supervisor to			
ects patient diversity from supervisor to identify and adapt to and ethical the role the role hotes a safe and splace environment is to organisational remaintaining and quality assurance.	centred serv	ects patient diversity	from supervisor to	rrom supervisor to		
and ethical the role thores a safe and splace environment is to organisational remaintaining indication	Trainee resp			identify and adapt to		
and ethical notes a safe and kplace environment is to organisational r maintaining id quality assurance.	Trainee prac	tices within	identify and adapt to	professional role		
frameworks Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection	professional	and ethical	the role			
Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection	frameworks					
healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection	Trainee pron	notes a safe and				
and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection	healthy work	kplace environment				
protocols for maintaining standards and quality assurance. This also includes infection	and conform	ns to organisational				
standards and quality assurance. This also includes infection	protocols for	r maintaining				
This also includes infection	standards ar	nd quality assurance.				
	This also incl	ludes infection				
prevention and control as well as	prevention a	and control as well as				
housekeeping issues such as room	housekeepin	ng issues such as room				
preparation	preparation					

B	B) Learning, evaluating and reflecting	Self-evaluations	Evaluates own	Evaluates own	Adequately
•	Trainee critically evaluates and	are brief, cursory and	performance at a	performance at a	monitors and
	reflects on own performance,	not used to improve	basic level using	basic level using	evaluates own
	learns from errors and shows	performance even	simple criteria to	simple criteria to	performance
	commitment to improvement in	after prompting by	understand and	understand and	
	order to establish lifelong learning	supervisor	reflect on the role	reflect on the role	Demonstrates a
	skills and career management				desire and
		Justifies personal	Demonstrates	Demonstrates	commitment to
C)	C) Self-Management	decisions and choices	awareness of the	awareness of the	ongoing improvement
•	Trainee uses reflective practice to	without evaluating	need for ongoing	need for ongoing	
	organise self and manage realistic	them	improvement and	improvement and	□ Accurately
	goals		makes some effort to	makes some effort to	identifies strengths
•	Trainee is calm under pressure	Trainee is unable	learn from experience	learn from experience	and weaknesses
		to see the need for	and improve	and improve	
		improvement	performance	performance	
					Sets goals for
			☐ Able to set some	Able to set goals	improvement with
			goals for	for improvement with	minimal or no
			improvement with a	a moderate level of	guidance from the
			high level of guidance	guidance from the	supervisor
			from the supervisor	supervisor	

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(a	Problem solving skills	☐ Has difficulty	☐ Makes some	□ Plans sequencing	□ Takes
•	Trainee demonstrates problem	focusing and appears	decisions and makes	and timing of tasks	responsibility for
	solving skills including planning and	not to know what	an effort to prioritise	and recognises	workload and
	organisation and decision making	information is	data and tasks and	priorities and usually	prioritises tasks
	in a range of clinical contexts.	important for	focus on the most	focuses on relevant	
		diagnosis	important, but also	data	Generally focuses
			attends to less		on the most
		Even in simple	relevant or less useful	☐ Able to make some	important data,
		familiar situations,	data	adjustments as	redefines problems,
		trainee has difficulty		indicated by the	clarifies key issues
		interpreting or making	Requires a high	patient's response or	and seeks further
		sense of the data	level of assistance in	the clinical situation	relevant information
			interpretation of data		to generate possible
		☐ Requires		Seeks feedback or	solutions
		significant assistance	☐ Involved but	advice to make	
		in interpretation of	unable to make	decisions	□ Works
		data	adjustments as		independently in a
			indicated by the	☐ Moderate degree	wide range of areas
		Unable to make	patient's response or	of guidance required	
		adjustments as	the clinical situation.	from the supervisor	□ Needs minimal
		indicated by the			guidance from the
		patient's response or	☐ Needs high degree		supervisor
		the clinical situation	of guidance from the		
			supervisor		

E) Comm	Communication skills	□ Difficulty	☐ Is tentative	☐ Generally	☐ Assumes
•	Trainee communicates	communicating with		communicates well	responsibility
	effectively with patients	staff and patients	□ Shows some		
•	Trainee communicates		communication ability	Explains carefully	Has a calm and
	effectively with other	Except in simple	(e.g. giving directions)	to the patients	confident manner
	professionals	situations, trainee is			
		stressed/disorganised	□ Communication	☐ Gives clear	Assesses patients
		and unable to	with patients, families	directions to the team	confidently, checks
		communicate well	and team members is		for their
			successful in routine	☐ Is able to control	understanding and
		Patients and	and simple situations	or stay calm in most	displays caring whilst
		families are made		situations	reassuring them and
		confused and anxious	☐ Becomes stressed		their families
		and are not	and disorganised	☐ May show stress in	
		reassured.	easily	particularly difficult or	Communicates
				complex situations	well with other
			☐ Displays caring but		professionals
			not fully competent	☐ Could be more	
				effective in	
			☐ Requires	establishing rapport	
			considerable guidance		
			to communicate	Displays caring and	
			specified knowledge	mostly communicates	
			and understanding	well with patient and	
				other professionals	

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

Drafacional candilities	Significant need for	Novice	Advanced beginner	Compatent
Trainee sonographers are required to meet	improvement		999	
the ASA Competency Standards and ASA				
Code of Conduct.				
F) Technology and resource	☐ Unable to use	☐ Makes limited	☐ Actively seeks	☐ Assertively seeks
Trainee performs scans using	technology and	efforts to seek	information but	information to plan the scan
appropriate skills, resources and	resources	information	occasionally does	
technology			not pursue	☐ Carefully collects useful
This would include:	☐ Unable to select	☐ Uses technology	important leads	data from observing and
 appropriate history taking 	appropriate	and resources with		interacting with the patient
 demonstrating appropriate 	resources to	high degree of	Uses technology	and family
use of ultrasound	perform basic tasks	guidance from the	and resources with	
equipment	and scans	supervisor to	some degree of	Uses technology and
 planning and conducting 		perform basic scans	guidance from the	resources independently to
ultrasound exams	☐ Fails to identify		supervisor to	perform a wide range of
use of PACS	important		perform a limited	scans with increasing
 documenting ultrasound 	information		range of scans	complexity
examination findings in				
accordance to				Able to efficiently and
organisational protocols				effectively use technology
				and resources with minimal
				or no guidance from the
				supervisor

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

initiative and enterprise degree of guidance from supervisor to indication and enterprise degree of guidance from supervisor to indication and indication and indication and indication are indicated and indicated		 □ Shows some initiative and enterprise □ Requires a high degree of guidance from supervisor to 	☐ Identifies with role and clarifies requirements with some degree of guidance form supervisor	☐ Able to establish professional role requirements, adapts with minimal or no guidance from supervisor
□ Shows NO initiative and enterprise □ Requires a high degree of guidance from supervisor to		Shows some nitiative and nterprise Sequires a high egree of guidance om supervisor to	☐ Identifies with role and clarifies requirements with some degree of guidance form supervisor	Able to establish professional role requirements, adapts with minimal or no guidance from supervisor
Code of Conduct. Initiative and enterprise: Trainee establishes professional initiative and role within scope of practice Trainee is goal directed, motivated and a team player Trainee delivers safe patient- degree of guidance centred services Trainee delivers safe patient- from supervisor to identify and a team player degree of guidance centred services		Shows some nitiative and nterprise Requires a high egree of guidance om supervisor to	☐ Identifies with role and clarifies requirements with some degree of guidance form supervisor	☐ Able to establish professional role requirements, adapts with minimal or no guidance from supervisor
Initiative and enterprise: Trainee establishes professional initiative and role within scope of practice Trainee is goal directed, motivated and a team player Trainee delivers safe patient- degree of guidance centred services		Shows some nitiative and nterprise Requires a high egree of guidance om supervisor to	Identifies with role and clarifies requirements with some degree of guidance form supervisor	☐ Able to establish professional role requirements, adapts with minimal or no guidance from supervisor
initiative and enterprise Requires a high degree of guidance from supervisor to		nitiative and nterprise Requires a high egree of guidance	role and clarifies requirements with some degree of guidance form supervisor	professional role requirements, adapts with minimal or no guidance from supervisor
enterprise Requires a high degree of guidance from supervisor to degree d		nterprise Requires a high egree of guidance om supervisor to	requirements with some degree of guidance form supervisor	requirements, adapts with minimal or no guidance from supervisor
d Requires a high degree of guidance from supervisor to		Requires a high egree of guidance om supervisor to	some degree of guidance form supervisor	with minimal or no guidance from supervisor
degree of guidance from supervisor to		Requires a high egree of guidance om supervisor to	guidance form supervisor	guidance from supervisor
degree of guidance from supervisor to		egree of guidance om supervisor to	supervisor	supervisor
from supervisor to		rom supervisor to		
(++;;(r), r);+;(r), r);				
	identify and adapt to ic	identify and adapt to		
Trainee practices within the role profession	d	professional role		
professional and ethical				
frameworks				
 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				

B)	Learning, evaluating and reflecting	Self-evaluations	Evaluates own	Evaluates own	Adequately
•	Trainee critically evaluates and	are brief, cursory and	clinical performance	clinical performance	monitors and
	reflects on own performance,	not used to improve	at a basic level using	at a basic level using	evaluates own clinical
	learns from errors and shows	performance even	simple criteria to	simple criteria to	performance
	commitment to improvement in	after prompting by	understand and	understand and	
	order to establish lifelong learning	supervisor	reflect on the role.	reflect on the role	Demonstrates a
	skills and career management				desire and
		Justifies personal	Demonstrates	Demonstrates	commitment to
C	Self-Management	decisions and choices	awareness of the	awareness of the	ongoing improvement
•	Trainee uses reflective practice to	without evaluating	need for ongoing	need for ongoing	
	organise self and manage realistic	them	improvement and	improvement and	□ Accurately
	goals		makes some effort to	makes some effort to	identifies strengths
•	Trainee is calm under pressure	Trainee is unable	learn from experience	learn from experience	and weaknesses
		to	and improve	and improve	
		see the need for	performance	performance	Develops specific
		improvement			plans to eliminate
			Able to set some	Able to set goals	weaknesses.
			goals for	for improvement with	
			improvement with a	a moderate level of	Sets goals for
			high level of guidance	guidance from the	improvement with
			from the supervisor	supervisor	minimal or no
					guidance from the
					supervisor

Section © Page 36

D) Problem solving skills	☐ Has difficulty	☐ Makes some	☐ Plans sequencing	□ Takes
 Trainee demonstrates problem 	focusing and appears	decisions and makes	and timing of tasks	responsibility for
solving skills including planning and	not to know what	an effort to prioritise	and recognises	workload and
organisation and decision making	information is most	data and tasks and	priorities and usually	prioritises tasks
in a range of clinical contexts.	important for	focus on the most	focuses on relevant	
	diagnosis	important, but also	data	Generally focuses
		attends to less		on the most
	☐ Even in simple	relevant or less useful	☐ Able to make some	important data,
	familiar situations,	data	adjustments as	redefines problems,
	trainee has difficulty		indicated by the	clarifies key issues
	interpreting or making	Requires a high	patient's response or	and seeks further
	sense of the data	level of assistance in	the clinical situation	relevant information
		interpretation of data		to generate possible
	□ Requires		Seeks feedback or	solutions
	significant assistance	☐ Involved but	advice to make	
	in interpretation of	unable to make	decisions	Works
	data	adjustments as		independently in a
		indicated by the		wide range of areas
	☐ Unable to make	patient's response or	☐ Moderate degree	
	adjustments as	the clinical situation.	of guidance required	□ Needs minimal
	indicated by the		from the supervisor	guidance from the
	patient's response or	☐ Needs high degree		supervisor
	the clinical situation	of guidance from the		
		supervisor		

E) Communication skills	□ Difficulty	☐ Is tentative	☐ Generally	☐ Assumes
 Trainee communicates 	communicating with		communicates well	responsibility
effectively with patients	staff and patients	☐ Shows some		
 Trainee communicates 		communication ability	Explains carefully	☐ Has a calm and
effectively with other	Except in simple	(e.g. giving directions)	to the patients	confident manner
professionals	situations, trainee is			
	stressed/disorganised	Communication	☐ Gives clear	Assesses patients
	and unable to	with patients, families	directions to the team	confidently, checks
	communicate well	and team members is		for their
		successful in routine	☐ Is able to control	understanding and
	Patients and	and simple situations	or stay calm in most	displays caring whilst
	families are made		situations	reassuring them and
	confused and anxious	Becomes stressed		their families
	and are not	and disorganised	☐ May show stress in	
	reassured.	easily	particularly difficult or	Communicates
			complex situations	well with other
		Displays caring but		professionals
		not fully competent	☐ Could be more	
			effective in	
		☐ Requires	establishing rapport	
		considerable guidance		
		to communicate	Displays caring and	
		specified knowledge	mostly communicates	
		and understanding	well with patient and	
			other professionals	

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

	Significant need for	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	improvement)	•
the ASA Competency Standards and ASA				
Code of Conduct.				
F) Technology and resource	☐ Unable to use	☐ Makes limited	☐ Actively seeks	☐ Assertively seeks
Trainee performs scans using	technology and	efforts to seek	information but	information to plan the scan
appropriate skills, resources and	resources	information	occasionally does	
technology			not pursue	Carefully collects useful
This would include:	☐ Unable to select	☐ Uses technology	important leads	data from observing and
 appropriate history taking 	appropriate	and resources with		interacting with the patient
 demonstrating appropriate 	resources to	high degree of	☐ Uses technology	and family
use of ultrasound	perform basic tasks	guidance from the	and resources with	
equipment	and scans	supervisor to	some degree of	Uses technology and
 planning and conducting 		perform basic scans	guidance from the	resources independently to
ultrasound exams	☐ Fails to identify		supervisor to	perform a wide range of
 use of PACS 	important		perform a limited	scans with increasing
 documenting ultrasound 	information		range of scans	complexity
examination findings in				
accordance to				Able to efficiently and
organisational protocols				effectively use technology
				and resources with minimal
				or no guidance from the
				supervisor

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

Any additional Supervisor comments:	
dditional Supervisor	ments:
dditional S	or com
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An	\sim
	An

There has been no \prime 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 \prime 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.

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 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 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. Date: Date: The above is an accurate record of the issues discussed and the advice I have received during my clinical training review. The above is an accurate record of the issues discussed and the advice I have provided during this training review. workplace and trainee records for the purpose of ASAR requirements. workplace and trainee records for the purpose of ASAR requirements. I understand the advice I have received Clinical Supervisor Declaration Clinical Supervisor's signature: Clinical Supervisor's position: Clinical Supervisor's name: **Trainee Declaration** Trainee Signature: I confirm that: I confirm that:

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	Novice	Advanced beginner	Competent
Traine	Trainee sonographers are required to meet	improvement			
the /	the ASA Competency Standards and ASA				
	Code of Conduct.				
(¥	A) Initiative and enterprise:	□ Shows NO	□ Shows some	☐ Identifies with	Able to establish
•	Trainee establishes professional	initiative and	initiative and	role and clarifies	professional role
	role within scope of practice	enterprise	enterprise	requirements with	requirements, adapts
•	Trainee is goal directed, motivated			some degree of	with minimal or no
	and a team player		Requires a high	guidance form	guidance from
•	Trainee delivers safe patient-	Requires a high	degree of guidance	supervisor	supervisor
	centred services	degree of guidance	from supervisor to		
•	Trainee respects patient diversity	from supervisor to	identify and adapt to		
•	Trainee practices within	identify and adapt to	professional role		
	professional and ethical	the role			
	frameworks				
•	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				

B)	Learning, evaluating and reflecting	☐ Self-evaluations	Evaluates own	Evaluates own	☐ Adequately
•	Trainee critically evaluates and	are brief, cursory and	performance at a	performance at a	monitors and
	reflects on own performance,	not used to improve	basic level using	basic level using	evaluates own
	learns from errors and shows	performance even	simple criteria to	simple criteria to	performance
	commitment to improvement in	after prompting by	understand and	understand and	
	order to establish lifelong learning	supervisor	reflect on the role	reflect on the role	Demonstrates a
	skills and career management				desire and
		Justifies personal	Demonstrates	Demonstrates	commitment to
O	Self-Management	decisions and choices	awareness of the	awareness of the	ongoing improvement
•	Trainee uses reflective practice to	without evaluating	need for ongoing	need for ongoing	
	organise self and manage realistic	them	improvement and	improvement and	□ Accurately
	goals		makes some effort to	makes some effort to	identifies strengths
•	Trainee is calm under pressure	Trainee is unable	learn from experience	learn from experience	and weaknesses
		to see the need for	and improve	and improve	
		improvement	performance	performance	
					Sets goals for
			☐ Able to set some	Able to set goals	improvement with
			goals for	for improvement with	minimal or no
			improvement with a	a moderate level of	guidance from the
			high level of guidance	guidance from the	supervisor
			from the supervisor	supervisor	

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(a	Problem solving skills	☐ Has difficulty	□ Makes some	□ Plans sequencing	□ Takes
•	Trainee demonstrates problem	focusing and appears	decisions and makes	and timing of tasks	responsibility for
	solving skills including planning and	not to know what	an effort to prioritise	and recognises	workload and
	organisation and decision making	information is	data and tasks and	priorities and usually	prioritises tasks
	in a range of clinical contexts.	important for	focus on the most	focuses on relevant	
		diagnosis	important, but also	data	Generally focuses
			attends to less		on the most
		Even in simple	relevant or less useful	Able to make some	important data,
		familiar situations,	data	adjustments as	redefines problems,
		trainee has difficulty		indicated by the	clarifies key issues
		interpreting or making	Requires a high	patient's response or	and seeks further
		sense of the data	level of assistance in	the clinical situation	relevant information
			interpretation of data		to generate possible
		☐ Requires		Seeks feedback or	solutions
		significant assistance	☐ Involved but	advice to make	
		in interpretation of	unable to make	decisions	Works
		data	adjustments as		independently in a
			indicated by the	☐ Moderate degree	wide range of areas
		Unable to make	patient's response or	of guidance required	
		adjustments as	the clinical situation.	from the supervisor	□ Needs minimal
		indicated by the			guidance from the
		patient's response or	☐ Needs high degree		supervisor
		the clinical situation	of guidance from the		
			supervisor		

E) Communication skills	□ Difficulty	☐ Is tentative	☐ Generally	☐ Assumes
 Trainee communicates 	communicating with		communicates well	responsibility
effectively with patients	staff and patients	☐ Shows some		
 Trainee communicates 		communication ability	Explains carefully	☐ Has a calm and
effectively with other	Except in simple	(e.g. giving directions)	to the patients	confident manner
professionals	situations, trainee is			
	stressed/disorganised	Communication	☐ Gives clear	Assesses patients
	and unable to	with patients, families	directions to the team	confidently, checks
	communicate well	and team members is		for their
		successful in routine	☐ Is able to control	understanding and
	Patients and	and simple situations	or stay calm in most	displays caring whilst
	families are made		situations	reassuring them and
	confused and anxious	Becomes stressed		their families
	and are not	and disorganised	☐ May show stress in	
	reassured.	easily	particularly difficult or	Communicates
			complex situations	well with other
		Displays caring but		professionals
		not fully competent	☐ Could be more	
			effective in	
		☐ Requires	establishing rapport	
		considerable guidance		
		to communicate	Displays caring and	
		specified knowledge	mostly communicates	
		and understanding	well with patient and	
			other professionals	

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

Description cassing	Cignificant pood for	OsivoN	Advanced bogings	Composition
Trainee sonographers are required to meet	improvement			
the ASA Competency Standards and ASA				
Code of Conduct.				
F) Technology and resource	☐ Unable to use	☐ Makes limited	☐ Actively seeks	Assertively seeks
Trainee performs scans using	technology and	efforts to seek	information but	information to plan the scan
appropriate skills, resources and	resources	information	occasionally does	
technology			not pursue	Carefully collects useful
This would include:	☐ Unable to select	☐ Uses technology	important leads	data from observing and
 appropriate history taking 	appropriate	and resources with		interacting with the patient
 demonstrating appropriate 	resources to	high degree of	Uses technology	and family
use of ultrasound	perform basic tasks	guidance from the	and resources with	
equipment	and scans	supervisor to	some degree of	Uses technology and
 planning and conducting 		perform basic scans	guidance from the	resources independently to
ultrasound exams	☐ Fails to identify		supervisor to	perform a wide range of
 use of PACS 	important		perform a limited	scans with increasing
 documenting ultrasound 	information		range of scans	complexity
examination findings in				
accordance to				Able to efficiently and
organisational protocols				effectively use technology
				and resources with minimal
				or no guidance from the
				supervisor

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

Professional capabilities	Significant need for	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	improvement			
the ASA Competency Standards and ASA				
Code of Conduct.				
A) Initiative and enterprise:	☐ Shows NO	☐ Shows some	☐ Identifies with	☐ Able to establish
 Trainee establishes professional 	initiative and	initiative and	role and clarifies	professional role
role within scope of practice	enterprise	enterprise	requirements with	requirements, adapts
 Trainee is goal directed, motivated 			some degree of	with minimal or no
and a team player	Requires a high	Requires a high	guidance form	guidance from
 Trainee delivers safe patient- 	degree of guidance	degree of guidance	supervisor	supervisor
centred services	from supervisor to	from supervisor to		
 Trainee respects patient diversity 	identify and adapt to	identify and adapt to		
 Trainee practices within 	the role	professional role		
professional and ethical				
frameworks				
 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				

B)	B) Learning, evaluating and reflecting	☐ Self-evaluations	☐ Evaluates own	☐ Evaluates own	☐ Adequately
•	Trainee critically evaluates and	are brief, cursory and	clinical performance	clinical performance	monitors and
	reflects on own performance,	not used to improve	at a basic level using	at a basic level using	evaluates own clinical
	learns from errors and shows	performance even	simple criteria to	simple criteria to	performance
	commitment to improvement in	after prompting by	understand and	understand and	
	order to establish lifelong learning	supervisor	reflect on the role.	reflect on the role	Demonstrates a
	skills and career management				desire and
		Justifies personal	Demonstrates	Demonstrates	commitment to
O	Self-Management	decisions and choices	awareness of the	awareness of the	ongoing improvement
•	Trainee uses reflective practice to	without evaluating	need for ongoing	need for ongoing	
	organise self and manage realistic	them	improvement and	improvement and	□ Accurately
	goals		makes some effort to	makes some effort to	identifies strengths
•	Trainee is calm under pressure	Trainee is unable	learn from experience	learn from experience	and weaknesses
		to	and improve	and improve	
		see the need for	performance	performance	Develops specific
		improvement			plans to eliminate
			☐ Able to set some	Able to set goals	weaknesses.
			goals for	for improvement with	
			improvement with a	a moderate level of	Sets goals for
			high level of guidance	guidance from the	improvement with
			from the supervisor	supervisor	minimal or no
					guidance from the
					supervisor

<u>O</u>	Problem solving skills	☐ Has difficulty	☐ Makes some	□ Plans sequencing	□ Takes
•	Trainee demonstrates problem	focusing and appears	decisions and makes	and timing of tasks	responsibility for
	solving skills including planning and	not to know what	an effort to prioritise	and recognises	workload and
	organisation and decision making	information is most	data and tasks and	priorities and usually	prioritises tasks
	in a range of clinical contexts.	important for	focus on the most	focuses on relevant	
		diagnosis	important, but also	data	 ☐ Generally focuses
			attends to less		on the most
		Even in simple	relevant or less useful	☐ Able to make some	important data,
		familiar situations,	data	adjustments as	redefines problems,
		trainee has difficulty		indicated by the	clarifies key issues
		interpreting or making	Requires a high	patient's response or	and seeks further
		sense of the data	level of assistance in	the clinical situation	relevant information
			interpretation of data		to generate possible
		☐ Requires		Seeks feedback or	solutions
		significant assistance	Involved but	advice to make	
		in interpretation of	unable to make	decisions	Works
		data	adjustments as		independently in a
			indicated by the		wide range of areas
		☐ Unable to make	patient's response or	☐ Moderate degree	
		adjustments as	the clinical situation.	of guidance required	☐ Needs minimal
		indicated by the		from the supervisor	guidance from the
		patient's response or	☐ Needs high degree		supervisor
		the clinical situation	of guidance from the		
			supervisor		

E) Comm	Communication skills	□ Difficulty	☐ Is tentative	☐ Generally	☐ Assumes
•	Trainee communicates	communicating with		communicates well	responsibility
	effectively with patients	staff and patients	☐ Shows some		
•	Trainee communicates		communication ability	Explains carefully	☐ Has a calm and
	effectively with other	Except in simple	(e.g. giving directions)	to the patients	confident manner
	professionals	situations, trainee is			
		stressed/disorganised	Communication	☐ Gives clear	Assesses patients
		and unable to	with patients, families	directions to the team	confidently, checks
		communicate well	and team members is		for their
			successful in routine	☐ Is able to control	understanding and
		Patients and	and simple situations	or stay calm in most	displays caring whilst
		families are made		situations	reassuring them and
		confused and anxious	☐ Becomes stressed		their families
		and are not	and disorganised	☐ May show stress in	
		reassured.	easily	particularly difficult or	Communicates
				complex situations	well with other
			Displays caring but		professionals
			not fully competent	☐ Could be more	
				effective in	
			☐ Requires	establishing rapport	
			considerable guidance		
			to communicate	Displays caring and	
			specified knowledge	mostly communicates	
			and understanding	well with patient and	
				other professionals	

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

Professional capabilities	Significant need for	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	improvement			
the ASA Competency Standards and ASA				
Code of Conduct.				
F) Technology and resource	☐ Unable to use	☐ Makes limited	☐ Actively seeks	Assertively seeks
Trainee performs scans using	technology and	efforts to seek	information but	information to plan the scan
appropriate skills, resources and	resources	information	occasionally does	
technology			not pursue	☐ Carefully collects useful
This would include:	☐ Unable to select	Uses technology	important leads	data from observing and
 appropriate history taking 	appropriate	and resources with		interacting with the patient
 demonstrating appropriate 	resources to	high degree of	☐ Uses technology	and family
use of ultrasound	perform basic tasks	guidance from the	and resources with	
equipment	and scans	supervisor to	some degree of	Uses technology and
 planning and conducting 		perform basic scans	guidance from the	resources independently to
ultrasound exams	Fails to identify		supervisor to	perform a wide range of
 use of PACS 	important		perform a limited	scans with increasing
 documenting ultrasound 	information		range of scans	complexity
examination findings in				
accordance to				Able to efficiently and
organisational protocols				effectively use technology
				and resources with minimal
				or no guidance from the
				supervisor

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

Any additional Supervisor comments:						
Any additional Supervisor comments:						



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.

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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 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 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. Date: Date: The above is an accurate record of the issues discussed and the advice I have received during my clinical training review. The above is an accurate record of the issues discussed and the advice I have provided during this training review. workplace and trainee records for the purpose of ASAR requirements. workplace and trainee records for the purpose of ASAR requirements. I understand the advice I have received Clinical Supervisor Declaration Clinical Supervisor's signature: Clinical Supervisor's position: Clinical Supervisor's name: **Trainee Declaration** Trainee Signature: I confirm that: I confirm that:

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	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	improvement			
the ASA Competency Standards and ASA				
Code of Conduct.				
A) Initiative and enterprise:	□ Shows NO	□ Shows some	☐ Identifies with	☐ Able to establish
 Trainee establishes professional 	initiative and	initiative and	role and clarifies	professional role
role within scope of practice	enterprise	enterprise	requirements with	requirements, adapts
 Trainee is goal directed, motivated 			some degree of	with minimal or no
and a team player		Requires a high	guidance form	guidance from
 Trainee delivers safe patient- 	☐ Requires a high	degree of guidance	supervisor	supervisor
centred services	degree of guidance	from supervisor to		
 Trainee respects patient diversity 	from supervisor to	identify and adapt to		
 Trainee practices within 	identify and adapt to	professional role		
professional and ethical	the role			
frameworks				
 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				

B)	B) Learning, evaluating and reflecting	Self-evaluations	Evaluates own	Evaluates own	☐ Adequately
•	Trainee critically evaluates and	are brief, cursory and	performance at a	performance at a	monitors and
	reflects on own performance,	not used to improve	basic level using	basic level using	evaluates own
	learns from errors and shows	performance even	simple criteria to	simple criteria to	performance
	commitment to improvement in	after prompting by	understand and	understand and	
	order to establish lifelong learning	supervisor	reflect on the role	reflect on the role	Demonstrates a
	skills and career management				desire and
		Justifies personal	Demonstrates	Demonstrates	commitment to
Û	Self-Management	decisions and choices	awareness of the	awareness of the	ongoing improvement
•	Trainee uses reflective practice to	without evaluating	need for ongoing	need for ongoing	
	organise self and manage realistic	them	improvement and	improvement and	☐ Accurately
	goals		makes some effort to	makes some effort to	identifies strengths
•	Trainee is calm under pressure	Trainee is unable	learn from experience	learn from experience	and weaknesses
		to see the need for	and improve	and improve	
		improvement	performance	performance	
					Sets goals for
			☐ Able to set some	Able to set goals	improvement with
			goals for	for improvement with	minimal or no
			improvement with a	a moderate level of	guidance from the
			high level of guidance	guidance from the	supervisor
			from the supervisor	supervisor	

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0	D) Problem solving skills	☐ Has difficulty	□ Makes some	□ Plans sequencing	□ Takes
•	Trainee demonstrates problem	focusing and appears	decisions and makes	and timing of tasks	responsibility for
	solving skills including planning and	not to know what	an effort to prioritise	and recognises	workload and
	organisation and decision making	information is	data and tasks and	priorities and usually	prioritises tasks
	in a range of clinical contexts.	important for	focus on the most	focuses on relevant	
		diagnosis	important, but also	data	Generally focuses
			attends to less		on the most
		Even in simple	relevant or less useful	Able to make some	important data,
		familiar situations,	data	adjustments as	redefines problems,
		trainee has difficulty		indicated by the	clarifies key issues
		interpreting or making	Requires a high	patient's response or	and seeks further
		sense of the data	level of assistance in	the clinical situation	relevant information
			interpretation of data		to generate possible
		Requires		Seeks feedback or	solutions
		significant assistance	Involved but	advice to make	
		in interpretation of	unable to make	decisions	□ Works
		data	adjustments as		independently in a
			indicated by the	☐ Moderate degree	wide range of areas
		Unable to make	patient's response or	of guidance required	
		adjustments as	the clinical situation.	from the supervisor	☐ Needs minimal
		indicated by the			guidance from the
		patient's response or	☐ Needs high degree		supervisor
		the clinical situation	of guidance from the		
			supervisor		

E) Comn	Communication skills	□ Difficulty	☐ Is tentative	☐ Generally	☐ Assumes
•	Trainee communicates	communicating with		communicates well	responsibility
	effectively with patients	staff and patients	□ Shows some		
•	Trainee communicates		communication ability	Explains carefully	Has a calm and
	effectively with other	Except in simple	(e.g. giving directions)	to the patients	confident manner
	professionals	situations, trainee is			
		stressed/disorganised	Communication	☐ Gives clear	Assesses patients
		and unable to	with patients, families	directions to the team	confidently, checks
		communicate well	and team members is		for their
			successful in routine	☐ Is able to control	understanding and
		Patients and	and simple situations	or stay calm in most	displays caring whilst
		families are made		situations	reassuring them and
		confused and anxious	Becomes stressed		their families
		and are not	and disorganised	☐ May show stress in	
		reassured.	easily	particularly difficult or	Communicates
				complex situations	well with other
			Displays caring but		professionals
			not fully competent	Could be more	
				effective in	
			☐ Requires	establishing rapport	
			considerable guidance		
			to communicate	Displays caring and	
			specified knowledge	mostly communicates	
			and understanding	well with patient and	
				other professionals	

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

	_	-		
Professional capabilities	Significant need for	Novice	Advanced beginner	Competent
Trainee sonographers are required to meet	neet improvement			
the ASA Competency Standards and ASA	SA			
Code of Conduct.				
F) Technology and resource	☐ Unable to use	☐ Makes limited	☐ Actively seeks	Assertively seeks
Trainee performs scans using	technology and	efforts to seek	information but	information to plan the scan
appropriate skills, resources and	d resources	information	occasionally does	
technology			not pursue	Carefully collects useful
This would include:	☐ Unable to select	☐ Uses technology	important leads	data from observing and
 appropriate history taking 	ing appropriate	and resources with		interacting with the patient
 demonstrating appropriate 	iate resources to	high degree of	Uses technology	and family
use of ultrasound	perform basic tasks	guidance from the	and resources with	
equipment	and scans	supervisor to	some degree of	Uses technology and
 planning and conducting 	50	perform basic scans	guidance from the	resources independently to
ultrasound exams	☐ Fails to identify		supervisor to	perform a wide range of
use of PACS	important		perform a limited	scans with increasing
 documenting ultrasound 	d information		range of scans	complexity
examination findings in				
accordance to				Able to efficiently and
organisational protocols	S			effectively use technology
				and resources with minimal
				or no guidance from the
				supervisor

2012 CO 1000 C
Advanced Beginner: Competent:
Some conduct of
sonographer needs the exam needs to
be supervised
supervision during

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

Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct. A) Initiative and enterprise: or Trainee establishes professional or trainee delivers safe patient Trainee practices within Trainee promotes a safe and healthy workplace environment and conforms to organisational protocols for maintaining standards and quality assurance. This also includes infection proveskeeping issues such as room prevention and control as well as housekeeping issues such as room improvement and control as well as housekeeping issues such as room improvement and control as well as housekeeping issues such as room improvement and control as well as housekeeping issues such as room improvement and control as well as room intitative and inititative and control as well as high inititative and control as well as room initiative	Professional capabilities	Significant need for	Novice	Advanced beginner	Competent
□ Shows NO □ Shows some initiative and enterprise enterprise □ Requires a high degree of guidance from supervisor to identify and adapt to the role □ Shows some initiative and enterprise enterprise enterprise from supervisor to identify and adapt to professional role	Trainee sonographers are required to meet	improvement			
ssional initiative and initiative and enterprise degree of guidance from supervisor to identify and adapt to identify and adapt to the role professional role professional role enterprise	the ASA Competency Standards and ASA				
ssional initiative and initiative and enterprise enterprise enterprise of enterprise degree of guidance from supervisor to identify and adapt to identify and adapt to professional role professional role urance. In the role professional role in tional in the role in the role in the role identify and adapt to identify and identified and ide	Code of Conduct.				
enterprise enterprise enterprise enterprise Requires a high degree of guidance from supervisor to identify and adapt to the role professional role	A) Initiative and enterprise:	□ Shows NO	☐ Shows some	☐ Identifies with	☐ Able to establish
enterprise enterprise avated Begree of guidance from supervisor to identify and adapt to professional role the role the role brown are brown and adapt to identify adapt to ide	 Trainee establishes professional 	initiative and	initiative and	role and clarifies	professional role
degree of guidance degree of guidance from supervisor to identify and adapt to professional role all as room	role within scope of practice	enterprise	enterprise	requirements with	requirements, adapts
degree of guidance degree of guidance from supervisor to from supervisor to identify and adapt to professional role the role pressional role interest.	 Trainee is goal directed, motivated 			some degree of	with minimal or no
degree of guidance degree of guidance from supervisor to identify and adapt to identify and adapt to the role professional role al identify and adapt to identify and adapt to identify and adapt to identify and adapt to professional role al identify and adapt to identify adapt to identify and adapt to identify adapt to id	and a team player	☐ Requires a high	Requires a high	guidance form	guidance from
from supervisor to identify and adapt to the role	 Trainee delivers safe patient- 	degree of guidance	degree of guidance	supervisor	supervisor
identify and adapt to the role	centred services	from supervisor to	from supervisor to		
the role	 Trainee respects patient diversity 	identify and adapt to	identify and adapt to		
professional and ethical frameworks 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	 Trainee practices within 	the role	professional role		
frameworks 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	professional and ethical				
 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 	frameworks				
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	 Trainee promotes a safe and 				
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	healthy workplace environment				
protocols for maintaining standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room	and conforms to organisational				
standards and quality assurance. This also includes infection prevention and control as well as housekeeping issues such as room	protocols for maintaining				
This also includes infection prevention and control as well as housekeeping issues such as room	standards and quality assurance.				
prevention and control as well as housekeeping issues such as room	This also includes infection				
housekeeping issues such as room	prevention and control as well as				
	housekeeping issues such as room				
preparation	preparation				

B)	Learning, evaluating and reflecting	☐ Self-evaluations	☐ Evaluates own	☐ Evaluates own	☐ Adequately
•	Trainee critically evaluates and	are brief, cursory and	clinical performance	clinical performance	monitors and
	reflects on own performance,	not used to improve	at a basic level using	at a basic level using	evaluates own clinical
	learns from errors and shows	performance even	simple criteria to	simple criteria to	performance
	commitment to improvement in	after prompting by	understand and	understand and	
	order to establish lifelong learning	supervisor	reflect on the role.	reflect on the role	Demonstrates a
	skills and career management				desire and
		Justifies personal	Demonstrates	Demonstrates	commitment to
C	Self-Management	decisions and choices	awareness of the	awareness of the	ongoing improvement
•	Trainee uses reflective practice to	without evaluating	need for ongoing	need for ongoing	
	organise self and manage realistic	them	improvement and	improvement and	□ Accurately
	goals		makes some effort to	makes some effort to	identifies strengths
•	Trainee is calm under pressure	Trainee is unable	learn from experience	learn from experience	and weaknesses
		to	and improve	and improve	
		see the need for	performance	performance	Develops specific
		improvement			plans to eliminate
			☐ Able to set some	Able to set goals	weaknesses.
			goals for	for improvement with	
			improvement with a	a moderate level of	Sets goals for
			high level of guidance	guidance from the	improvement with
			from the supervisor	supervisor	minimal or no
					guidance from the
					supervisor

0	Problem solving skills	☐ Has difficulty	□ Makes some	□ Plans sequencing	□ Takes
•	Trainee demonstrates problem	focusing and appears	decisions and makes	and timing of tasks	responsibility for
	solving skills including planning and	not to know what	an effort to prioritise	and recognises	workload and
	organisation and decision making	information is most	data and tasks and	priorities and usually	prioritises tasks
	in a range of clinical contexts.	important for	focus on the most	focuses on relevant	
		diagnosis	important, but also	data	Generally focuses
			attends to less		on the most
		Even in simple	relevant or less useful	☐ Able to make some	important data,
		familiar situations,	data	adjustments as	redefines problems,
		trainee has difficulty		indicated by the	clarifies key issues
		interpreting or making	Requires a high	patient's response or	and seeks further
		sense of the data	level of assistance in	the clinical situation	relevant information
			interpretation of data		to generate possible
		☐ Requires		Seeks feedback or	solutions
		significant assistance	☐ Involved but	advice to make	
		in interpretation of	unable to make	decisions	Works
		data	adjustments as		independently in a
			indicated by the		wide range of areas
		☐ Unable to make	patient's response or	☐ Moderate degree	
		adjustments as	the clinical situation.	of guidance required	☐ Needs minimal
		indicated by the		from the supervisor	guidance from the
		patient's response or	☐ Needs high degree		supervisor
		the clinical situation	of guidance from the		
			supervisor		

E) Comm	Communication skills	□ Difficulty	☐ Is tentative	□ Generally	Assumes
•	Trainee communicates	communicating with		communicates well	responsibility
	effectively with patients	staff and patients	☐ Shows some		
•	Trainee communicates		communication ability	Explains carefully	☐ Has a calm and
	effectively with other	Except in simple	(e.g. giving directions)	to the patients	confident manner
	professionals	situations, trainee is			
		stressed/disorganised	Communication	☐ Gives clear	Assesses patients
		and unable to	with patients, families	directions to the team	confidently, checks
		communicate well	and team members is		for their
			successful in routine	Is able to control	understanding and
		Patients and	and simple situations	or stay calm in most	displays caring whilst
		families are made		situations	reassuring them and
		confused and anxious	Becomes stressed		their families
		and are not	and disorganised	☐ May show stress in	
		reassured.	easily	particularly difficult or	Communicates
				complex situations	well with other
			 Displays caring but 		professionals
			not fully competent	□ Could be more	
				effective in	
			Requires	establishing rapport	
			considerable guidance		
			to communicate	Displays caring and	
			specified knowledge	mostly communicates	
			and understanding	well with patient and	
				other professionals	

CLINICAL CORE COMPETENCIES FOR PLANNING AND CONDUCTING EXAMINATIONS

O. official case leading	Significant accidianis		Advanta bogging	tactorac
riolessional capabilities	organicanic need for	931001	Advanced peginner	
Trainee sonographers are required to meet	improvement			
the ASA Competency Standards and ASA				
Code of Conduct.				
F) Technology and resource	☐ Unable to use	☐ Makes limited	☐ Actively seeks	☐ Assertively seeks
Trainee performs scans using	technology and	efforts to seek	information but	information to plan the scan
appropriate skills, resources and	resources	information	occasionally does	
technology			not pursue	☐ Carefully collects useful
This would include:	☐ Unable to select	☐ Uses technology	important leads	data from observing and
 appropriate history taking 	appropriate	and resources with		interacting with the patient
 demonstrating appropriate 	resources to	high degree of	☐ Uses technology	and family
use of ultrasound	perform basic tasks	guidance from the	and resources with	
equipment	and scans	supervisor to	some degree of	Uses technology and
 planning and conducting 		perform basic scans	guidance from the	resources independently to
ultrasound exams	Fails to identify		supervisor to	perform a wide range of
 use of PACS 	important		perform a limited	scans with increasing
 documenting ultrasound 	information		range of scans	complexity
examination findings in				
accordance to				☐ Able to efficiently and
organisational protocols				effectively use technology
				and resources with minimal
				or no guidance from the
				supervisor

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

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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 \prime 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.

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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 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 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. Date: The above is an accurate record of the issues discussed and the advice I have received during my clinical training review. The above is an accurate record of the issues discussed and the advice I have provided during this training review. workplace and trainee records for the purpose of ASAR requirements. workplace and trainee records for the purpose of ASAR requirements. I understand the advice I have received Clinical Supervisor Declaration Clinical Supervisor's signature: Clinical Supervisor's position: Clinical Supervisor's name: **Trainee Declaration** Trainee Signature: I confirm that: I confirm that:

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

Date:

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

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