



Allied Health &
Human Performance

Postgraduate Medical Sonography Programs Logbook

name



Allied Health &
Human Performance

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 2200 hours of supervised clinical experience during their training. This will allow students to gain accreditation as an Accredited Medical Sonographer (AMS) in the General Sonographer category. For ASAR eligibility these scanning hours 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. **Covering letter supervisor declaration page** (for proof of scanning prior to Program entry)
2. **List of supervisors involved in training** (Mandatory submission)
3. **Detailed weekly log** (Mandatory submission)
4. **Summary of cases completed by student every 20 weeks** (Mandatory submission)
5. **Ongoing supervisor comments at the end of every 20 weeks** (Optional but preferred)
6. **End of semester Clinical Progress report** (Mandatory submission)
7. **Clinical Formative Assessment Training Milestones** (Mandatory submission)

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 in regards to the supervision of their students.

Important Information:

- This is an important document. Passing the logbook is essential to be eligible to graduate.
- Students are required to document a minimum of 2200 hours to be eligible to sit for their OSCEs (Objective Structured Clinical Examination).
- Following completion, the logbook will be checked carefully by the academic staff 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 will be required to upload a copy of these logbook pages to their e-portfolio as they progress through their clinical scanning.

CLINICAL SUPERVISOR DECLARATION

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

I,
(full name of supervisor)

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

declare that
(full name of student)

was employed at
(full name of employer)

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

during this period the Student scanned on average.....hours per day

The Student has logged a total of hours scanning.

During this period, the Student obtained experience in these types of examinations (ie abdomen, testes, shoulders, DVT, paediatric kidneys), please list.

.....
.....
.....
.....
.....

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

Supervisor ASAR AMS number

or equivalent, provide details of accreditation

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

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

SECTION A

AUTHORISATION OF SIGNATURES (Mandatory)

To be completed by the Clinical Supervisors

This page documents the details of all clinical trainers involved in supervision of the student over the ASAR stipulated requirement of a minimum of 2200 hours.

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

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Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
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Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
	urinary tract												
	paediatrics												
	first trimester												
Obstetrics	second trimester												
	third trimester												
	pelvic and lower GIT												
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	scrotum												
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Interventions	drainage / injections/ biopsy etc.												
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	Weekly hours												
	Accumulated hours												
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*O = Observed (student scanned <50% of the examination – these hours **NOT** to be recorded), FS = Full Supervision, MS = Minimal Supervision

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Summary of Student progress at the end of every 20 weeks (Mandatory)

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Total number of weeks completed so far _____

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
	urinary tract			
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Obstetrics	first trimester			
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	scrotum			
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	neck			
	paediatric eg: cranial, hips			
	MSK shoulder			
Vascular	other			
	DVT			
	carotid			
Interventions	other			
	drainage / injections/ biopsy etc.			
	Other			
Total hours covered during the last 20 weeks				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

20 Week Training review by Student and Supervisor (Optional)

Student Family name: _____

Student Given name/s: _____

Supervisor Name: _____

Training Dates for review period: Start ____/____/____ End ____/____/____

Student reflective comments

Supervisor comments on student progress, including areas for future development.

I believe/do not believe this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

Supervisor Signature: _____

Supervisor Name: _____

Date: ____/____/____

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
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Student Family name: _____

Student Given name/s: _____

Total number of weeks completed so far _____

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Vascular	other			
	DVT			
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Interventions	other			
	drainage / injections/ biopsy etc.			
	Other			
Total hours covered during the last 20 weeks				
Total log book hours				

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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

20 Week Training review by Student and Supervisor (Optional)

Student Family name: _____

Student Given name/s: _____

Supervisor Name: _____

Training Dates for review period: Start ____/____/____ End ____/____/____

Student reflective comments

Supervisor comments on student progress, including areas for future development.

I believe/do not believe this student is progressing satisfactorily with his/her training.

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Supervisor Name: _____

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Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT) urinary tract paediatrics first trimester second trimester third trimester pelvic and lower GIT breast scrotum thyroid neck paediatric eg: cranial, hips shoulder other DVT carotid other drainage / injections/ biopsy etc.	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal													
Obstetrics													
Gynaecological													
Sup. parts													
MSK													
Vascular													
Interventions													
Other													
	Weekly hours												
	Accumulated hours												
	Supervisor's signature												

*O = Observed (student scanned <50% of the examination – these hours **NOT** to be recorded), FS = Full Supervision, MS = Minimal Supervision

Summary of Student progress at the end of every 20 weeks (Mandatory)

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Total number of weeks completed so far _____

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
	urinary tract			
	paediatrics			
Obstetrics	first trimester			
	second trimester			
	third trimester			
Gynaecological	pelvic and lower GIT			
	Sup. parts breast			
	scrotum			
	thyroid			
	neck			
	paediatric eg: cranial, hips			
MSK	shoulder			
	other			
Vascular	DVT			
	carotid			
	other			
Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the last 20 weeks				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

20 Week Training review by Student and Supervisor (Optional)

Student Family name: _____

Student Given name/s: _____

Supervisor Name: _____

Training Dates for review period: Start ____/____/____ End ____/____/____

Student reflective comments

Supervisor comments on student progress, including areas for future development.

I believe/do not believe this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

Supervisor Signature: _____

Supervisor Name: _____

Date: ____/____/____

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
	urinary tract												
	paediatrics												
	first trimester												
Obstetrics	second trimester												
	third trimester												
	pelvic and lower GIT												
Gynaecological	Sup. parts												
	breast												
	scrotum												
	thyroid												
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MSK	paediatric eg: cranial, hips												
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Vascular	DVT												
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Interventions	drainage / injections/ biopsy etc.												
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Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
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		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
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		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
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*O = Observed (student scanned <50% of the examination – these hours **NOT** to be recorded), FS = Full Supervision, MS = Minimal Supervision

Summary of Student progress at the end of every 20 weeks (Mandatory)

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Total number of weeks completed so far _____

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
	urinary tract			
	paediatrics			
Obstetrics	first trimester			
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Sup. parts	breast			
	scrotum			
	thyroid			
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	paediatric eg: cranial, hips			
MSK	shoulder			
	other			
Vascular	DVT			
	carotid			
	other			
Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the last 20 weeks				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

20 Week Training review by Student and Supervisor (Optional)

Student Family name: _____

Student Given name/s: _____

Supervisor Name: _____

Training Dates for review period: Start ____/____/____ End ____/____/____

Student reflective comments

Supervisor comments on student progress, including areas for future development.

I believe/do not believe this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

Supervisor Signature: _____

Supervisor Name: _____

Date: ____/____/____

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
	urinary tract												
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	first trimester												
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		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
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		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
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Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT) urinary tract paediatrics first trimester second trimester third trimester pelvic and lower GIT breast scrotum thyroid neck paediatric eg: cranial, hips shoulder other DVT carotid other drainage / injections/ biopsy etc. Weekly hours Accumulated hours Supervisor's signature	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal													
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Summary of Student progress at the end of every 20 weeks (Mandatory)

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Total number of weeks completed so far _____

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
	urinary tract			
	paediatrics			
Obstetrics	first trimester			
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Vascular	DVT			
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Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the last 20 weeks				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

20 Week Training review by Student and Supervisor (Optional)

Student Family name: _____

Student Given name/s: _____

Supervisor Name: _____

Training Dates for review period: Start ____/____/____ End ____/____/____

Student reflective comments

Supervisor comments on student progress, including areas for future development.

I *believe/do not* believe this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

Supervisor Signature: _____

Supervisor Name: _____

Date: ____/____/____

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
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	Supervisor's signature												

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		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
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Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
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		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal													
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Summary of Student progress at the end of every 20 weeks (Mandatory)

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Total number of weeks completed so far _____

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
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Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the last 20 weeks				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

20 Week Training review by Student and Supervisor (Optional)

Student Family name: _____

Student Given name/s: _____

Supervisor Name: _____

Training Dates for review period: Start ____/____/____ End ____/____/____

Student reflective comments

Supervisor comments on student progress, including areas for future development.

I *believe/do not believe* this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

Supervisor Signature: _____

Supervisor Name: _____

Date: ____/____/____

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
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Summary of Student progress at the end of every 20 weeks (Mandatory)

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Total number of weeks completed so far _____

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
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Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the last 20 weeks				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

20 Week Training review by Student and Supervisor (Optional)

Student Family name: _____

Student Given name/s: _____

Supervisor Name: _____

Training Dates for review period: Start ____/____/____ End ____/____/____

Student reflective comments

Supervisor comments on student progress, including areas for future development.

I believe/do not believe this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

Supervisor Signature: _____

Supervisor Name: _____

Date: ____/____/____

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
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		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
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Obstetrics	second trimester												
	third trimester												
Gynaecological	pelvic and lower GIT												
	breast												
	scrotum												
	thyroid												
MSK	neck												
	paediatric eg: cranial, hips												
	shoulder												
	other												
Vascular	DVT												
	carotid												
	other												
Interventions	drainage / injections/ biopsy etc.												
	Other												
	Weekly hours												
	Accumulated hours												
	Supervisor's signature												

*O = Observed (student scanned <50% of the examination – these hours **NOT** to be recorded), FS = Full Supervision, MS = Minimal Supervision

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
	urinary tract												
	paediatrics												
	first trimester												
Obstetrics	second trimester												
	third trimester												
	pelvic and lower GIT												
Gynaecological	Sup. parts												
	breast												
	scrotum												
	thyroid												
	neck												
MSK	paediatric eg: cranial, hips												
	shoulder												
	other												
	DVT												
Vascular	carotid												
	other												
	drainage / injections/ biopsy etc.												
Interventions	Other												
	Weekly hours												
	Accumulated hours												
	Supervisor's signature												

*O = Observed (student scanned <50% of the examination – these hours **NOT** to be recorded), FS = Full Supervision, MS = Minimal Supervision

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
	urinary tract												
	paediatrics												
	first trimester												
Obstetrics	second trimester												
	third trimester												
Gynaecological	pelvic and lower GIT												
Sup. parts	breast												
	scrotum												
	thyroid												
	neck												
MSK	paediatric eg: cranial, hips												
	shoulder												
	other												
Vascular	DVT												
	carotid												
	other												
Interventions	drainage / injections/ biopsy etc.												
	Other												
	Weekly hours												
	Accumulated hours												
	Supervisor's signature												

*O = Observed (student scanned <50% of the examination – these hours **NOT** to be recorded), FS = Full Supervision, MS = Minimal Supervision

Summary of Student progress at the end of every 20 weeks (Mandatory)

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Total number of weeks completed so far _____

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
	urinary tract			
	paediatrics			
Obstetrics	first trimester			
	second trimester			
	third trimester			
Gynaecological	pelvic and lower GIT			
Sup. parts	breast			
	scrotum			
	thyroid			
	neck			
	paediatric eg: cranial, hips			
MSK	shoulder			
	other			
Vascular	DVT			
	carotid			
	other			
Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the last 20 weeks				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

20 Week Training review by Student and Supervisor (Optional)

Student Family name: _____

Student Given name/s: _____

Supervisor Name: _____

Training Dates for review period: Start ____/____/____ End ____/____/____

Student reflective comments

Supervisor comments on student progress, including areas for future development.

I *believe/do not* believe this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

Supervisor Signature: _____

Supervisor Name: _____

Date: ____/____/____

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
	urinary tract												
	paediatrics												
	first trimester												
Obstetrics	second trimester												
	third trimester												
	pelvic and lower GIT												
Gynaecological	Sup. parts												
	breast												
	scrotum												
	thyroid												
	neck												
MSK	paediatric eg: cranial, hips												
	shoulder												
	other												
Vascular	DVT												
	carotid												
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Interventions	drainage / injections/ biopsy etc.												
	Other												
	Weekly hours												
	Accumulated hours												
	Supervisor's signature												

*O = Observed (student scanned <50% of the examination – these hours **NOT** to be recorded), FS = Full Supervision, MS = Minimal Supervision

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
	urinary tract												
	paediatrics												
	first trimester												
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Gynaecological	pelvic and lower GIT												
Sup. parts	breast												
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Interventions	drainage / injections/ biopsy etc.												
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Date(dd/mm/yy)From:..... To:.....

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		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
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	paediatrics												
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	pelvic and lower GIT												
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	breast												
	scrotum												
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	other												
	DVT												
Vascular	carotid												
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	drainage / injections/ biopsy etc.												
Interventions	Other												
	Weekly hours												
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	Supervisor's signature												

*O = Observed (student scanned <50% of the examination – these hours **NOT** to be recorded), FS = Full Supervision, MS = Minimal Supervision

Date(dd/mm/yy)From:..... To:.....

Type of scan	Record number of supervised scans	Wk.....			Wk.....			Wk.....			Wk.....		
		O	FS	MS	O	FS	MS	O	FS	MS	O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)												
	urinary tract												
	paediatrics												
	first trimester												
Obstetrics	second trimester												
	third trimester												
Gynaecological	pelvic and lower GIT												
Sup. parts	breast												
	scrotum												
	thyroid												
	neck												
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Interventions	drainage / injections/ biopsy etc.												
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	Accumulated hours												
	Supervisor's signature												

*O = Observed (student scanned <50% of the examination – these hours **NOT** to be recorded), FS = Full Supervision, MS = Minimal Supervision

Summary of Student progress at the end of every 20 weeks (Mandatory)

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Total number of weeks completed so far _____

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
	urinary tract			
	paediatrics			
Obstetrics	first trimester			
	second trimester			
	third trimester			
Gynaecological	pelvic and lower GIT			
Sup. parts	breast			
	scrotum			
	thyroid			
	neck			
	paediatric eg: cranial, hips			
MSK	shoulder			
	other			
Vascular	DVT			
	carotid			
	other			
Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the last 20 weeks				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

20 Week Training review by Student and Supervisor (Optional)

Student Family name: _____

Student Given name/s: _____

Supervisor Name: _____

Training Dates for review period: Start ____/____/____ End ____/____/____

Student reflective comments

Supervisor comments on student progress, including areas for future development.

I *believe/do not believe* this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

Supervisor Signature: _____

Supervisor Name: _____

Date: ____/____/____

SECTION B

End of Study Period Clinical Progress Report (Mandatory – for courses where scanning is a co-requisite)

This report must be submitted at the end of each study period when the student is enrolled in courses with the scanning co-requisite, as per assessment information outlined in the appropriate course outline and learnonline site.

Students will not be able to pass the course until they demonstrate evidence that they meet the co-requisite of completing a minimum of 200 hours of supervised scanning during the study period. This clinical report is the required evidence that demonstrates that this co-requisite has been met satisfactorily; contributing towards the overall requirement of a minimum of 2200 supervised scanning hours at the completion of a student's program.

Students therefore cannot pass the course until this clinical progress report has been received

In this report, the Clinical Supervisor will be asked to provide feedback based on the student's performance in his/her clinical training during the study period.

The progress report will not be restricted to course content, but will provide an overview of the student's holistic scanning progress. The supervisor feedback will not contribute to the student's grade, but will help the University Course Coordinators identify if there are any problems early on, and work with the supervisor to support the student.

This report is in alignment with Australian Sonographer Accreditation Registry (ASAR) mandated requirements where the Sonography graduate student must demonstrate the following foundation units of competence.

Foundation Units of Competence	Unit 1	Deliver safe, patient centred services
	Unit 2	Practice within professional and ethical frameworks
	Unit 3	Locate, analyse and synthesise information to support evidence based practice
	Unit 4	Contribute to workplace health and safety and quality assurance
	Unit 5	Communicate effectively
	Unit 6	Abdominal
Critical Practice – Units 6 – 13 Plan and Conduct Examinations	Unit 7	Breast
	Unit 9	Musculoskeletal
	Unit 10	Obstetrics and Gynaecology
	Unit 12	Superficial Parts
	Unit 13	Vascular (General)

It is an expectation of both the Clinical sites and the University that students follow safe practices whilst completing their clinical experience. Students who breach safety and/or professional conduct regulations will be notified to the University and appropriate measures implemented as per University Academic Assessments and Policies. In view of ASAR, University, and Clinical workplace requirements, we expect students to be progressing satisfactorily in the units above.

In order to ensure this and comply with ASAR requirements, students are expected to complete the Clinical Progress report as outlined below, at the end of every study period.

SUPERVISOR RESPONSIBILITIES

To complete the report the clinical supervisor should:

- 1 Confirm that the student log of clinical hours is correct.
- 2 Circle satisfactory or unsatisfactory for the sections of **safe practice, duty of care** as well as **professional and ethical conduct**, making comments where appropriate.
- 3 Tick the most appropriate category which describes the student's work and comment as appropriate.
- 4 Tick the box to let us know if you would like the University to contact you to discuss unsatisfactory progress.
- 5 Include your name, signature and date along with any additional comments in the section provided.
- 6 Discuss the contents of this report with the student.

STUDENT'S RESPONSIBILITIES

- 1 It is the responsibility of the student to ensure that the Clinical Progress Report is submitted to the Course Coordinator by the due date as indicated in the course outline.
- 2 The student is encouraged to comment in the space provided at the end of the report.

The student must sign the Clinical Progress Report and discuss feedback with their supervisor.

The student must identify areas for improvement and demonstrate an action plan for progress.

MARKING PROCESS

The Clinical Progress Report for this course does not require the supervisor to enter a mark for each category. Simply tick the field that most appropriately describes the student's work. Supervisors are then asked to write comments in the appropriate area to support the student and identify areas that they think could be improved or enhanced.

CLINICAL PROGRESS REPORT

SECTION A - TO BE COMPLETED BY STUDENT AND SIGNED BY SUPERVISOR AFTER VERIFICATION

Study Period and Year _____

Study Period dates (dd/mm/yy): From ____/____/____ To ____/____/____

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Please complete the following table with ticks in the appropriate boxes

Courses		Currently enrolled	Successfully completed
Ultrasound Physics and Instrumentation	RADY 5030		
Musculoskeletal Sonography	RADY 5029		
Professional Issues for Sonographers	RADY 5024		
Abdominal Sonography	RADY 5013		
Obstetric and Gynaecologic Sonography	RADY 5014		
Superficial Parts Sonography	RADY 5015		
Vascular Sonography	RADY 5016		
Clinical Sonography Portfolio	RADY 5026		

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
	urinary tract			
	paediatrics			
Obstetrics	first trimester			
	second trimester			
	third trimester			
Gynaecological	pelvic and lower GIT			
Sup. parts	breast			
	scrotum			
	thyroid			
	neck			
	paediatric eg: cranial, hips			
MSK	shoulder			
	other			
Vascular	DVT			
	carotid			
	other			
Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the study period				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

Supervisor Signature: _____

Supervisor Name: _____

Clinical Site Name and Location: _____

SECTION B - TO BE COMPLETED BY SUPERVISOR

Professional and ethical conduct, safe practice and duty of care as well as competent use of patient and image management system are essential components of clinical practice.

Please circle either satisfactory or unsatisfactory for these elements.

Safe Practice and Duty of Care

The student has demonstrated safe practice and suitable duty of care to the patient, fellow staff and themselves in the clinical setting

(Including appropriate personal and patient safety, safe application of ultrasound equipment, safe application of manual handling and effective infection control practices)

Satisfactory / Unsatisfactory

Professional and Ethical Conduct

The student must behave in a professional and ethical manner according to ASA Codes of Conduct and Code of Ethics.

(Including punctuality, correct attire and maintains strict patient confidentiality at all times.)

Satisfactory / Unsatisfactory

Image management and Patient management

The student is able to use the information technology and information management system, including image management system, to support patient management.

Satisfactory / Unsatisfactory

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

SUPERVISOR COMMENTS

I believe/do not believe this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

STUDENT COMMENTS

ACTION PLAN (To be completed by student in consultation with Supervisor)

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

If you have any concerns regarding the student, please contact the primary Course Coordinator for the course the student is currently enrolled in. Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>

CLINICAL PROGRESS REPORT

SECTION A - TO BE COMPLETED BY STUDENT AND SIGNED BY SUPERVISOR AFTER VERIFICATION

Study Period and Year _____

Study Period dates (dd/mm/yy): From ____/____/____ To ____/____/____

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Please complete the following table with ticks in the appropriate boxes

Courses		Currently enrolled	Successfully completed
Ultrasound Physics and Instrumentation	RADY 5030		
Musculoskeletal Sonography	RADY 5029		
Professional Issues for Sonographers	RADY 5024		
Abdominal Sonography	RADY 5013		
Obstetric and Gynaecologic Sonography	RADY 5014		
Superficial Parts Sonography	RADY 5015		
Vascular Sonography	RADY 5016		
Clinical Sonography Portfolio	RADY 5026		

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
	urinary tract			
	paediatrics			
Obstetrics	first trimester			
	second trimester			
	third trimester			
Gynaecological	pelvic and lower GIT			
Sup. parts	breast			
	scrotum			
	thyroid			
	neck			
	paediatric eg: cranial, hips			
MSK	shoulder			
	other			
Vascular	DVT			
	carotid			
	other			
Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the study period				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

Supervisor Signature: _____

Supervisor Name: _____

Clinical Site Name and Location: _____

SECTION B - TO BE COMPLETED BY SUPERVISOR

Professional and ethical conduct, safe practice and duty of care as well as competent use of patient and image management system are essential components of clinical practice.

Please circle either satisfactory or unsatisfactory for these elements.

Safe Practice and Duty of Care

The student has demonstrated safe practice and suitable duty of care to the patient, fellow staff and themselves in the clinical setting

(Including appropriate personal and patient safety, safe application of ultrasound equipment, safe application of manual handling and effective infection control practices)

Satisfactory / Unsatisfactory

Professional and Ethical Conduct

The student must behave in a professional and ethical manner according to ASA Codes of Conduct and Code of Ethics.

(Including punctuality, correct attire and maintains strict patient confidentiality at all times.)

Satisfactory / Unsatisfactory

Image management and Patient management

The student is able to use the information technology and information management system, including image management system, to support patient management.

Satisfactory / Unsatisfactory

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

SUPERVISOR COMMENTS

I believe/do not believe this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

STUDENT COMMENTS

ACTION PLAN (To be completed by student in consultation with Supervisor)

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

If you have any concerns regarding the student, please contact the primary Course Coordinator for the course the student is currently enrolled in. Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>

CLINICAL PROGRESS REPORT

SECTION A - TO BE COMPLETED BY STUDENT AND SIGNED BY SUPERVISOR AFTER VERIFICATION

Study Period and Year _____

Study Period dates (dd/mm/yy): From ____/____/____ To ____/____/____

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Please complete the following table with ticks in the appropriate boxes

Courses		Currently enrolled	Successfully completed
Ultrasound Physics and Instrumentation	RADY 5030		
Musculoskeletal Sonography	RADY 5029		
Professional Issues for Sonographers	RADY 5024		
Abdominal Sonography	RADY 5013		
Obstetric and Gynaecologic Sonography	RADY 5014		
Superficial Parts Sonography	RADY 5015		
Vascular Sonography	RADY 5016		
Clinical Sonography Portfolio	RADY 5026		

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
	urinary tract			
	paediatrics			
Obstetrics	first trimester			
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	third trimester			
Gynaecological	pelvic and lower GIT			
Sup. parts	breast			
	scrotum			
	thyroid			
	neck			
	paediatric eg: cranial, hips			
MSK	shoulder			
	other			
Vascular	DVT			
	carotid			
	other			
Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the study period				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

Supervisor Signature: _____

Supervisor Name: _____

Clinical Site Name and Location: _____

SECTION B - TO BE COMPLETED BY SUPERVISOR

Professional and ethical conduct, safe practice and duty of care as well as competent use of patient and image management system are essential components of clinical practice.

Please circle either satisfactory or unsatisfactory for these elements.

Safe Practice and Duty of Care

The student has demonstrated safe practice and suitable duty of care to the patient, fellow staff and themselves in the clinical setting

(Including appropriate personal and patient safety, safe application of ultrasound equipment, safe application of manual handling and effective infection control practices)

Satisfactory / Unsatisfactory

Professional and Ethical Conduct

The student must behave in a professional and ethical manner according to ASA Codes of Conduct and Code of Ethics.

(Including punctuality, correct attire and maintains strict patient confidentiality at all times.)

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Image management and Patient management

The student is able to use the information technology and information management system, including image management system, to support patient management.

Satisfactory / Unsatisfactory

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

SUPERVISOR COMMENTS

I believe/do not believe this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

STUDENT COMMENTS

ACTION PLAN (To be completed by student in consultation with Supervisor)

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

If you have any concerns regarding the student, please contact the primary Course Coordinator for the course the student is currently enrolled in. Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>

CLINICAL PROGRESS REPORT

SECTION A - TO BE COMPLETED BY STUDENT AND SIGNED BY SUPERVISOR AFTER VERIFICATION

Study Period and Year _____

Study Period dates (dd/mm/yy): From ____/____/____ To ____/____/____

Student ID Number:

Student Family name: _____

Student Given name/s: _____

Please complete the following table with ticks in the appropriate boxes

Courses		Currently enrolled	Successfully completed
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Superficial Parts Sonography	RADY 5015		
Vascular Sonography	RADY 5016		
Clinical Sonography Portfolio	RADY 5026		

Summary

Type of scan		Total cases*		
		O	FS	MS
Abdominal	upper abdomen (incl: organs and glands, major vessels, retroperitoneum, and upper GIT)			
	urinary tract			
	paediatrics			
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Vascular	DVT			
	carotid			
	other			
Interventions	drainage / injections/ biopsy etc.			
Other				
Total hours covered during the study period				
Total log book hours				

*O = observed (<50% scanned by student), FS = full supervision, MS = minimal supervision

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

Supervisor Signature: _____

Supervisor Name: _____

Clinical Site Name and Location: _____

SECTION B - TO BE COMPLETED BY SUPERVISOR

Professional and ethical conduct, safe practice and duty of care as well as competent use of patient and image management system are essential components of clinical practice.

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Safe Practice and Duty of Care

The student has demonstrated safe practice and suitable duty of care to the patient, fellow staff and themselves in the clinical setting

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SUPERVISOR COMMENTS

I believe/do not believe this student is progressing satisfactorily with his/her training.

(Please cross out as appropriate)

STUDENT COMMENTS

ACTION PLAN (To be completed by student in consultation with Supervisor)

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

If you have any concerns regarding the student, please contact the primary Course Coordinator for the course the student is currently enrolled in. Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>

SECTION C

Clinical Formative Assessment Training Milestones

Introduction and background:

The Graduate Diploma in Medical Sonography and Master of Medical Sonography Program each require that 2200 hours of supervised clinical sonography experience be completed. This is a requirement of the Australian Sonographer Accreditation Registry (ASAR), with whom graduates are awarded full professional accreditation.

From SP5 2015 onwards, program milestones will be in place. The purpose of this evaluation is to ensure that the trainees successfully complete the program in a timely manner. The evaluation provides the constructive feedback and reinforcement of desired skills and attitudes that motivate trainees to continued excellence. It also allows the student's clinical training to be monitored, which allows early identification of any potential issues and the application of appropriate early intervention.

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

As a prerequisite to CSP, we require evidence of:

- a) Completion of 2000 hours of supervised clinical scanning experience
- b) Completion of the 5 formative tutor assessments milestones. These milestones require formative tutor assessments to be submitted after completion of 400 hours, 800 hours, 1200 hours, 1600 hours and 2000 hours.
- c) Completion of at least two out of the three Clinical Progress Reports; while enrolled in the courses RADY 5014 Obstetric and Gynaecologic Sonography, RADY 5016 Vascular Sonography and RADY 5029 Musculoskeletal Sonography. Clinical Progress Reports submitted at the completion of each of these courses aim to monitor how the students are progressing in gaining relevant experience. This will give an indication on when support and guidance is needed to ensure that training is occurring across a wide range of examination regions. Students need to meet the co-requisite of 200 hours of supervised scanning in Level 2 courses, which forms part of the overall 2200 hours.

In addition to the prerequisites mentioned above, the logbook is to be signed off as usual, with weekly signatures on the printed hard copy. 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 hours, 800 hours, 1200 hours, 1600 hours and 2000 hours. The secret URL must be submitted to the Milestones Program page:

<https://lo.unisa.edu.au/course/view.php?id=4428#section-0>

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 STUDENT'S 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, systematic or domain specific differences between the student's self-assessment and the tutor's assessment should be discussed. Specific examples can be provided to facilitate this discussion.

- At the beginning of the program it is expected that students would be novice in most domains, with need for improvement in some domains
- Midway through the program it is expected that students would have a mix of novice and advanced level capabilities across all domains
- At 2000 hours of scanning, it is expected that students would have mostly demonstrated competent capabilities across all domains, with students demonstrating advanced beginner capability across one or two domains
- At the completion of the students program of study, students should be competent in all professional capabilities and in at least five of the six 'hands on domains'. The sixth 'hands on domain' can be at the advanced beginner level.

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 Medical Sonography Program Team.

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

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

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

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

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

G) Hands on Scanning	NA: Not scanning this currently hence not applicable	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised.	Competent: Able to perform the entire procedure including all required communications
Abdominal Sonography	NA	Novice	Advanced Beginner	Competent
Superficial Parts Sonography	NA	Novice	Advanced Beginner	Competent
Vascular Sonography	NA	Novice	Advanced Beginner	Competent
Obstetric Sonography	NA	Novice	Advanced Beginner	Competent
Gynaecologic Sonography	NA	Novice	Advanced Beginner	Competent
Musculoskeletal Sonography	NA	Novice	Advanced Beginner	Competent

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

Professional capabilities Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.	Significant need for improvement	Novice	Advanced beginner	Competent
H) Initiative and enterprise: <ul style="list-style-type: none"> • Trainee establishes his/her professional role within his/her scope of practice • Trainee is goal directed, motivated and a team player. • Trainee delivers safe patient-centred services • Trainee respects patient diversity • 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 prevention and control as well as housekeeping issues such as room preparation. 	<input type="checkbox"/> Shows NO initiative and enterprise <input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role	<input type="checkbox"/> Shows some initiative and enterprise <input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role	<input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor	<input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor

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

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

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

N) Hands on Scanning	NA: Not scanning this currently hence not applicable	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised.	Competent: Able to perform the entire procedure including all required communications
Abdominal Sonography	NA	Novice	Advanced Beginner	Competent
Superficial Parts Sonography	NA	Novice	Advanced Beginner	Competent
Vascular Sonography	NA	Novice	Advanced Beginner	Competent
Obstetric Sonography	NA	Novice	Advanced Beginner	Competent
Gynaecologic Sonography	NA	Novice	Advanced Beginner	Competent
Musculoskeletal Sonography	NA	Novice	Advanced Beginner	Competent

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 recorded below. Please attach an extra page if necessary.

[illegible]

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

If you have any concerns regarding the trainee, please contact the primary Course Coordinator for the course the trainee is currently enrolled in. Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>

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

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

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

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

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

G) Hands on Scanning	NA: Not scanning this currently hence not applicable	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised.	Competent: Able to perform the entire procedure including all required communications
Abdominal Sonography	NA	Novice	Advanced Beginner	Competent
Superficial Parts Sonography	NA	Novice	Advanced Beginner	Competent
Vascular Sonography	NA	Novice	Advanced Beginner	Competent
Obstetric Sonography	NA	Novice	Advanced Beginner	Competent
Gynaecologic Sonography	NA	Novice	Advanced Beginner	Competent
Musculoskeletal Sonography	NA	Novice	Advanced Beginner	Competent

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

Professional capabilities Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.	Significant need for improvement	Novice	Advanced beginner	Competent
H) Initiative and enterprise: <ul style="list-style-type: none"> • Trainee establishes his/her professional role within his/her scope of practice • Trainee is goal directed, motivated and a team player. • Trainee delivers safe patient-centred services • Trainee respects patient diversity • 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 prevention and control as well as housekeeping issues such as room preparation. 	<input type="checkbox"/> Shows NO initiative and enterprise <input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role	<input type="checkbox"/> Shows some initiative and enterprise <input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role	<input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor	<input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor

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

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

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

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 recorded below. Please attach an extra page if necessary.

A blank sheet of lined paper with horizontal ruling lines.

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

If you have any concerns regarding the trainee, please contact the primary Course Coordinator for the course the trainee is currently enrolled in. Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>

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

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

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

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

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

G) Hands on Scanning	NA: Not scanning this currently hence not applicable	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised.	Competent: Able to perform the entire procedure including all required communications
	Abdominal Sonography	Novice	Advanced Beginner	Competent
	Superficial Parts Sonography	Novice	Advanced Beginner	Competent
	Vascular Sonography	Novice	Advanced Beginner	Competent
	Obstetric Sonography	Novice	Advanced Beginner	Competent
	Gynaecologic Sonography	Novice	Advanced Beginner	Competent
	Musculoskeletal Sonography	Novice	Advanced Beginner	Competent

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

Professional capabilities Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.	Significant need for improvement	Novice	Advanced beginner	Competent
H) Initiative and enterprise: <ul style="list-style-type: none"> • Trainee establishes his/her professional role within his/her scope of practice • Trainee is goal directed, motivated and a team player. • Trainee delivers safe patient-centred services • Trainee respects patient diversity • 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 prevention and control as well as housekeeping issues such as room preparation. 	<input type="checkbox"/> Shows NO initiative and enterprise <input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role	<input type="checkbox"/> Shows some initiative and enterprise <input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role	<input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor	<input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor

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

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

Professional capabilities Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.	Significant need for improvement	Novice	Advanced beginner	Competent
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During this discussion SMART goals (Specific, Measurable, Achievable, Realistic and Timely) must be set and recorded below. Please attach an extra page if necessary.

[illegible]

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

If you have any concerns regarding the trainee, please contact the primary Course Coordinator for the course the trainee is currently enrolled in. Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>

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

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

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

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

G) Hands on Scanning	NA: Not scanning this currently hence not applicable	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised.	Competent: Able to perform the entire procedure including all required communications
Abdominal Sonography	NA	Novice	Advanced Beginner	Competent
Superficial Parts Sonography	NA	Novice	Advanced Beginner	Competent
Vascular Sonography	NA	Novice	Advanced Beginner	Competent
Obstetric Sonography	NA	Novice	Advanced Beginner	Competent
Gynaecologic Sonography	NA	Novice	Advanced Beginner	Competent
Musculoskeletal Sonography	NA	Novice	Advanced Beginner	Competent

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

Professional capabilities Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.	Significant need for improvement	Novice	Advanced beginner	Competent
H) Initiative and enterprise: <ul style="list-style-type: none"> • Trainee establishes his/her professional role within his/her scope of practice • Trainee is goal directed, motivated and a team player. • Trainee delivers safe patient-centred services • Trainee respects patient diversity • 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 prevention and control as well as housekeeping issues such as room preparation. 	<input type="checkbox"/> Shows NO initiative and enterprise <input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role	<input type="checkbox"/> Shows some initiative and enterprise <input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role	<input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor	<input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor

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

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

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

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 recorded below. Please attach an extra page if necessary.

[illegible]

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

If you have any concerns regarding the trainee, please contact the primary Course Coordinator for the course the trainee is currently enrolled in. Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>

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

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

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

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

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

G) Hands on Scanning	NA: Not scanning this currently hence not applicable	Novice: Trainee sonographer needs extensive supervision during the entire procedure	Advanced Beginner: Some conduct of the exam needs to be supervised.	Competent: Able to perform the entire procedure including all required communications
	Abdominal Sonography	Novice	Advanced Beginner	Competent
	Superficial Parts Sonography	Novice	Advanced Beginner	Competent
	Vascular Sonography	Novice	Advanced Beginner	Competent
	Obstetric Sonography	Novice	Advanced Beginner	Competent
	Gynaecologic Sonography	Novice	Advanced Beginner	Competent
	Musculoskeletal Sonography	Novice	Advanced Beginner	Competent

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

Professional capabilities Trainee sonographers are required to meet the ASA Competency Standards and ASA Code of Conduct.	Significant need for improvement	Novice	Advanced beginner	Competent
H) Initiative and enterprise: <ul style="list-style-type: none"> • Trainee establishes his/her professional role within his/her scope of practice • Trainee is goal directed, motivated and a team player. • Trainee delivers safe patient-centred services • Trainee respects patient diversity • 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 prevention and control as well as housekeeping issues such as room preparation. 	<input type="checkbox"/> Shows NO initiative and enterprise <input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to the role	<input type="checkbox"/> Shows some initiative and enterprise <input type="checkbox"/> Requires a high degree of guidance from supervisor to identify and adapt to professional role	<input type="checkbox"/> Identifies with role and clarifies requirements with some degree of guidance from supervisor	<input type="checkbox"/> Able to establish professional role requirements, adapts with minimal or no guidance from supervisor

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

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

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

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 recorded below. Please attach an extra page if necessary.

[illegible]

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

If you have any concerns regarding the trainee, please contact the primary Course Coordinator for the course the trainee is currently enrolled in. Details of the Course Coordinators can be found at: <http://www.unisa.edu.au/>

