



University of
South Australia



Assessment of Physiotherapy Practice (APP) instrument and APP Linkup

A brief guide for clinical educators



What is the *APP* instrument?

- A ***standardised*** assessment tool used by Physiotherapy Programs nationally (Dalton, Keating and Davidson, 2009).
- Designed to explicitly assess:
 - Clinical performance/ abilities in any placement setting across a variety of professional domains
 - Progression / regression of performance over the placement period
 - Benchmark performance against new graduate standards required by the registration body
- Provides an opportunity for national collation of data



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What does APP form look like?

..... Facility:

Dates of Placement:

Days absent:

**Clinical Educator's/Student's comments (please circle one)
Student Strengths**

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

Areas to be improved and strategies for improvement:

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.....

Whilst a student may achieve a Pass grade or higher on completion of the unit, if there are any areas of the student's performance you would like followed up by the University, please outline them in the table below. If you complete this section the Course Coordinator will meet with the student and discuss the areas of concern and formulate a plan of action to be followed by the student. You will be notified of the action put in place by the University.

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Clinical Educator Signature

Clinical Educator Name (Print)

Student Signature

Date



APPLinkup
Assessment of Physiotherapy Practice
Online Management System
APPLinkup.com

Assessment of Physiotherapy Practice

**End of Unit
Summative Assessment**

Student name: Facility/Experience: Date:

- 0 = Infrequently/rarely demonstrates performance indicators
- 1 = Demonstrates few performance indicators to an adequate standard
- 2 = Demonstrates most performance indicators to an adequate standard
- 3 = Demonstrates most performance indicators to a good standard
- 4 = Demonstrates most performance indicators to an excellent standard
- not assessed = item was not assessed

Note. a rating of 0 or 1 indicates that minimum acceptable competency has not been achieved

Professional Behaviour		Circle one number only					
1.	Demonstrates an understanding of patient/client rights and consent	0	1	2	3	4	not assessed
2.	Demonstrates commitment to learning	0	1	2	3	4	not assessed
3.	Demonstrates ethical, legal & culturally sensitive practice	0	1	2	3	4	not assessed
4.	Demonstrates teamwork	0	1	2	3	4	not assessed
Communication							
5.	Communicates effectively and appropriately - Verbal/non-verbal	0	1	2	3	4	not assessed
6.	Demonstrates clear and accurate documentation	0	1	2	3	4	not assessed
Assessment							
7.	Conducts an appropriate patient/client interview	0	1	2	3	4	not assessed
8.	Selects and measures relevant health indicators and outcomes	0	1	2	3	4	not assessed
9.	Performs appropriate physical assessment procedures	0	1	2	3	4	not assessed
Analysis & Planning							
10.	Appropriately interprets assessment findings	0	1	2	3	4	not assessed
11.	Identifies and prioritises patient's/client's problems	0	1	2	3	4	not assessed
12.	Sets realistic short and long term goals with the patient/client	0	1	2	3	4	not assessed
13.	Selects appropriate intervention in collaboration with patient/client	0	1	2	3	4	not assessed
Intervention							
14.	Performs interventions appropriately	0	1	2	3	4	not assessed
15.	Is an effective educator	0	1	2	3	4	not assessed
16.	Monitors the effect of intervention	0	1	2	3	4	not assessed
17.	Progresses intervention appropriately	0	1	2	3	4	not assessed
18.	Undertakes discharge planning	0	1	2	3	4	not assessed
Evidence-based Practice							
19.	Applies evidence based practice in patient care	0	1	2	3	4	not assessed
Risk Management							
20.	Identifies adverse events/near misses and minimises risk associated with assessment and interventions	0	1	2	3	4	not assessed
In your opinion as a clinical educator, the overall performance of this student in the clinical unit was:							
Not adequate <input type="checkbox"/>		Adequate <input type="checkbox"/>		Good <input type="checkbox"/>		Excellent <input type="checkbox"/>	

Scoring rules:

- ✓ Circle not assessed only if the student has not had an opportunity to demonstrate the behaviour
- ✓ If an item is not assessed it is not scored and the total APP score is adjusted for the missed item.
- ✓ Circle only one number for each item
- ✓ If a score falls between numbers on the scale the higher number will be used to calculate a total.
- ✓ Evaluate the student's performance against the minimum competency level expected for a beginning/entry level physiotherapist.



What is the format of the APP

A simple 1-page tool for formative & summative feedback

A second page for qualitative comments and suggestions from you as clinical educator

7 domains

20 individual items across the 7 domains

Total assessable score is out of 80



What is assessed?

7 areas of practice being assessed each placement
("domains")

1. Professional Behaviour
2. Communication
3. Assessment
4. Analysis and Planning
5. Intervention
6. Evidence-based practice
7. Risk Management



The Global Rating Scale

In your opinion as a clinical educator, the overall performance of this student in the clinical unit was:

Not adequate

Adequate

Good

Excellent

- Meet criteria for **minimum new graduate-level competency** in this clinical area
- Well-validated in Australia to determine skill level
- Captures complexity of clinical performance
- Most powerful and reliable measure of clinical skill that is also sensitive to increasing levels of expertise.
- Better measure of complex interactions such as communication, rapport etc.
- Assists identification of borderline students
- There is evidence that combination global scores and items are complimentary methods



Assessment scoring

- A 5-point scale (0-4) and an option for 'not assessed'

0 = Infrequently/rarely demonstrates performance indicators

1 = Demonstrates few performance indicators to an adequate standard

2 = Demonstrates most performance indicators to an adequate standard

3 = Demonstrates most performance indicators to a good standard

4 = Demonstrates most performance indicators to an excellent standard

n/a = item was not assessed

Area of strong concern

Growth required

Satisfactory

Higher-level performance

- Performance evaluated at **minimum competency for new graduate performance**
- Provides consistency across Australian & New Zealand Physiotherapy Programs and clinical sites



Performance indicators

Performance indicators are examples of performance that supervisors use in helping students to understand performance targets and assist in giving feedback and scoring

Examples of Performance Indicators provided with APP - not prescriptive or exhaustive

Includes behaviors that can be reasonably assessed by observation



Completing the assessment

Refer to the Performance Indicators

Complete each item

Use N/A only when you have not had the opportunity to observe the relevant behaviour

Complete the Global Rating Scale

Reflect on the consistency of your total score and the GRS

Discuss with colleagues and the university coordinator if you are not able to resolve a discrepancy or are uncertain



Effective feedback

Is **delivered** in an appropriate style:

Sensitive to self esteem

Appropriate language – both verbal & non-verbal

Relevant & meaningful

Tied to goals defined by the student

Has appropriate **content**:

Accurate, factual, clear & un-biased

Specific & explicit

Focuses on behaviours that can be changed, NOT personal characteristics

Emphasises skill building rather than fault finding

Descriptive rather evaluative



Summative assessment

Summative assessment is a judgment of competency at the end of the placement

It provides student with grade that contributes to their academic record

It judges the 'whole' of the students performance

It determines the level of competency of the student compared to that of a 'graduate ready' student.



Formative assessment

Formative assessment is continuous and occurs throughout the placement

Formative feedback occurs informally throughout placement but mid roster feedback is formally delivered using the APP

The purpose of formal mid roster formative assessment is to:

- Encourage student reflection/ self assessment
- To clarify expectations between assessor and student
- To provide specific feedback and strategies with enough time for the student to implement
- To work with the student in planning strategies for improvement



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APP Linkup (<https://www.applinkup.com>)



APPLinkup
Assessment of Physiotherapy Practice Online Management System

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APPLinkup mid roster form

Bachelor of Physiotherapy:
Year 4:

▼ Block 1 - 03/Feb/2014 - 04/Apr/2014 

Donna	Abraham			
Ruth	Allan			

Click on the blue icon to add notes

Click on the green item to open the mid roster assessment form

The student can not see your form until they have uploaded theirs



Entering your assessment

Professional Behaviour

1. Demonstrates an understanding of patient/client rights and consent

0 1 2 3 4 n/a

2. Demonstrates commitment to learning

0 1 2 3 4 n/a

3. Demonstrates ethical, legal & culturally sensitive practice

0 1 2 3 4 n/a

4. Demonstrates teamwork

0 1 2 3 4 n/a

► Please Add Feedback - Professional Behaviour



Adding
comments
at the end of
each
assessment
section

At the end of each assessment section, you can comment on the student's strengths and any areas that need improvement.

► Please Add Feedback - Professional Behaviour



Selecting the down arrow icon will expand the section and provide you with space to record your comments, as is shown below.

▼ Please Add Feedback - Professional Behaviour



Strengths:

Areas for improvement:

You may highlight individual performance indicators and drag them into the comment boxes. You can also type your own feedback

- 1. Demonstrates an understanding of patient/client rights and consent**
 - informed consent is obtained and recorded according to protocol
 - understands and respects patients'/clients' rights
 - allows sufficient time to discuss the risks and benefits of the proposed treatment with patients/clients and carers
 - refers patients/clients to a more senior staff member for consent when appropriate



APPLinkup end roster form

Masters of Physiotherapy Studies:
Year 2:

▼ Block 1 - 03/Feb/2014 - 04/Apr/2014

Jack	Abraham					
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This view shows there are some notes and the student and assessor have uploaded mid and end roster forms

Click on the red item to open the end roster assessment form
Once submitted the form cannot be changed by the assessor

UniSA requires an additional email regarding the ELMA CASELY prize score



The excellent student

- ✓ an ability to work relatively independently, thoroughly and sensitively.
- ✓ fluid, efficient and sensitive handling skills
- ✓ an ability to be flexible and adaptable
- ✓ easily and consistently linking theory and practice
- ✓ **a high level of self reflection and insight**
- ✓ an ability to present cogent and concise arguments or rationale for clinical decisions.
- ✓ Superior knowledge base



Myths

- Mark hard to allow for improvement
- Students can only achieve a 4 *on graduation*
- Excellence in a student means as good as me
- Students always improve from mid to end assessments
- It is my fault they have not had an opportunity so will grade a 4
- We have different standards here & I mark harder
- My intuition determines the grade



Reference

Dalton, M, Keating, J, Davidson, M (2009). Development of the Assessment of Physiotherapy Practice (APP): A standardised and valid approach to assessment of clinical competence in physiotherapy. [Australian Learning and Teaching Council (ALTC) Final report PP6-28]. Brisbane: Griffith University. Available online at: www.altc.edu.au