



**Mid Unit:
Formative Feedback**

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

The student is at risk of failing
YES / NO

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 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 responsive practice	0	1	2	3	4	not assessed
4. Demonstrates collaborative practice	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 client- centred 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 client's problems	0	1	2	3	4	not assessed
12. Sets realistic short and long term client-centred goals	0	1	2	3	4	not assessed
13. Selects appropriate intervention in collaboration with the 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 client-centred 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
 Adequate
 Good
 Excellent

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



Assessment of Physiotherapy Practice (APP)

Comments (the student can be given a copy of this page only)

Area of Practice	Comments and recommendations to help the student improve performance within the time available.
Professional behaviour:	Strengths: Areas for improvement:
Communication:	Strengths: Areas for improvement:
Assessment:	Strengths: Areas for improvement:
Analysis and Planning:	Strengths: Areas for improvement:
Intervention:	Strengths: Areas for improvement:
Use of evidence based practice:	Strengths: Areas for improvement:
Risk management:	Strengths: Areas for improvement:

If there are any areas of the student's performance you would like followed up by the University, please provide details in the box below. If you complete this section the Course Coordinator will meet with the student and work with them to formulate a plan of action, and monitor progress in line with the plan. You will be notified of this plan by the University.

Supervisor Signature: _____

Student signature: _____

Supervisor name: _____

Student signature: _____

Date: _____

Stage of Placement: _____

Please forward to:

Alison Bell, Course Coordinator, Advanced Physiotherapy Practice B/GE, after the student has signed it

Email: alison.bell@unisa.edu.au

Phone: 08 8302 2594

Examples of performance indicators

Professional Behaviour

1. Demonstrates an understanding of client rights & consent

- Obtains & records informed consent according to protocol
- Recognises clients' health-care rights
- Prioritises clients' rights, needs & interests
- Allows sufficient time to discuss the risks & benefits of the proposed treatment with clients & carers
- Refers clients to a more senior staff member for consent when appropriate
- Advises supervisor or other appropriate person if a client might be at risk
- Respects clients' privacy & dignity
- Complies with confidentiality & privacy requirements for client's health & personal information
- Applies ethical principles to the collection, maintenance, use & dissemination of data & information

2. Demonstrates commitment to learning

- Responds in a positive manner to questions, suggestions &/or constructive feedback
- Reviews & prepares appropriate material before & during placement
- Develops & implements a plan of action in response to feedback
- Seeks information/assistance as required
- Demonstrates self-evaluation, reflects on progress & implements appropriate changes based on reflection
- Takes responsibility for learning & seeks opportunities to meet learning needs
- Uses clinic time responsibly

3. Demonstrates ethical, legal & culturally responsive practice

- Follows policies & procedures of the facility
- Advises appropriate staff of circumstances that may affect adequate work performance
- Observes infection control, & workplace health & safety policies
- Arrives fit to work
- Arrives punctually & leaves at agreed time
- Calls appropriate personnel to report intended absence
- Wears an identification badge & identifies self
- Recognises inappropriate or unethical health practice
- Observes dress code
- Completes projects/tasks within designated time frame
- Maintains appropriate professional boundaries with clients & carers
- Advocates for clients & their rights (where appropriate)
- Demonstrates appropriate self-care strategies (e.g. Management of stress, mental & physical health issues)
- Acts ethically & applies ethical reasoning in all health care activities
- Demonstrates skills in culturally safe & responsive client-centred practice
- Acts within bounds of personal competence, recognizing personal & professional strengths & limitations

4. Demonstrates collaborative practice

- Demonstrates understanding of team processes
- Contributes appropriately in team meetings
- Acknowledges expertise & role of other health care professionals & refers/liases as appropriate to access relevant services
- Advocates for the client when dealing with other services
- Collaborates with the health care team & client to achieve optimal outcomes
- Cooperates with other people who are treating & caring for clients
- Guides & motivates support staff (where appropriate)
- Works collaboratively & respectfully with support staff

Communication

5. Communicates effectively and appropriately - Verbal/non-verbal

- Greets others appropriately
- Questions effectively to gain appropriate information
- Listens carefully & is sensitive & empathetic to views of client & relevant others
- Respects cultural & personal differences of others
- Gives appropriate, positive reinforcement
- Provides clear instructions
- Uses suitable language & avoids jargon
- Demonstrates an appropriate range of communication styles (with e.g. Clients, carers, administrative & support staff, health professionals, care team)
- Recognises barriers to optimal communication
- Responds appropriately to non-verbal cues
- Integrates communication technology into practice as required
- Uses a range of communication strategies to optimize client rapport & understanding (e.g. Hearing impairment, non-english speaking, cognitive impairment, consideration of non-verbal communication)
- Uses accredited interpreters appropriately
- Maintains effective communication with clinical educators
- Recognises risk of conflict & takes appropriate action to mitigate &/or resolve
- Actively explains to clients & relevant others their role in care, decision-making & preventing adverse events
- Actively encourages clients to provide complete information without embarrassment or hesitation
- Conducts communication with client in a manner & environment that demonstrates consideration of confidentiality, privacy & client's sensitivities

- Negotiates appropriately with other health professionals

6. Demonstrates clear & accurate documentation

- Writes legibly
- Completes relevant documentation to the required standard (e.g. Client record , statistical information, referral letters)
- Maintains records compliant with legislative medico-legal requirements
- Complies with organisational protocols & legislation for communication
- Adapts written material for range of audiences (eg provides translated material for non-English speaking people, considers reading ability/client age)

Assessment

7. Conducts an appropriate client interview

- Positions person safely & comfortably for interview
- Structures a systematic, purposeful interview seeking qualitative & quantitative details
- Provides a culturally safe environment for the client
- Asks relevant & comprehensive questions
- Politely controls the interview to obtain relevant information
- Responds appropriately to important client cues
- Identifies client's goals & expectations
- Conducts appropriate assessment with consideration of the social, personal, environmental & biopsychosocial factors that influence function, health & disability.
- Seeks appropriate supplementary information, accessing other information, records, test results as appropriate & with client's consent
- Generates diagnostic hypotheses, identifying priorities & urgency of further assessment & intervention
- Completes assessment in acceptable time

8. Selects and measures relevant health indicators and outcomes

- Selects appropriate variable/s to be measured at baseline from WHO ICF domains of impairment, activity limitation & participation restriction.
- Identifies & justifies variables to be measured to monitor treatment response & outcome.
- Selects appropriate tests/outcome measures for each variable for the purpose of diagnosis, monitoring & outcome evaluation.
- Links outcome variables with treatment goals
- Communicates the treatment evaluation process & outcomes to the client & relevant others
- Identifies, documents & acts on factors that may compromise treatment outcomes

9. Performs appropriate physical assessment procedures

- Considers client comfort & safety
- Respects client's need for privacy & modesty (e.g. Provides draping or gown)
- Structures systematic, safe & goal oriented assessment processes accommodating limitations imposed by client's health status
- Plans assessment structure & reasoning process using information from client history & supportive information
- Demonstrates sensitive & appropriate handling during the assessment process
- Applies tests & measurements safely, accurately & consistently
- Sensibly modifies assessment in response to client profile, feedback & relevant findings
- Performs appropriate tests to refine diagnosis
- Assesses/appraises work, home or other relevant environments as required
- Completes assessment in acceptable time

Analysis & Planning

10. Appropriately interprets assessment findings

- Describes the implications of test results
- Describes the presentation & expected course of common clinical conditions
- Relates signs & symptoms to pathology
- Relates signs, symptoms & pathology to environmental tasks & demands
- Interprets findings at each stage of assessment to progressively negate or reinforce hypothesis/es
- Makes justifiable decisions regarding diagnoses based on knowledge & clinical reasoning
- Prioritises important assessment findings
- Compares observed findings to expected findings

11. Identifies and prioritises client's problems

- Generates a list of problems from the assessment
- Justifies prioritisation of problem list based on knowledge & clinical reasoning
- Collaborates with client to prioritise problems
- Considers client's values, priorities & needs

12. Sets realistic short and long term goals with the client

- Negotiates realistic short term treatment goals in partnership with client
- Negotiates realistic long term treatment goals in partnership with client
- Formulates goals that are specific, measurable, achievable & relevant, with specified timeframe
- Considers physical, emotional & financial costs, & relates them to likely gains of intervention

13. Selects appropriate intervention in collaboration with the client

- Engages with client to explain assessment findings, discuss intervention strategies & develop an acceptable plan
- Identifies & justifies options for interventions based on client needs, clinical guidelines, best evidence & available resources
- Considers whether physiotherapy is indicated
- Demonstrates a suitable range of skills & approaches to intervention
- Describes acceptable rationale (e.g. Likely effectiveness) for treatment choices
- Balances needs of clients & relevant others with the need for efficient & effective intervention
- Demonstrates understanding of contraindications & precautions in selection of intervention strategies
- Advises client about the effects of treatment or no treatment

Intervention

14. Performs interventions appropriately

- Considers the scheduling of treatment in relation to other procedures e.g. Medication for pain, wound care.
- Demonstrates appropriate client handling skills in performance of interventions
- Performs techniques at appropriate standard
- Minimizes risk of adverse events to client & self in performance of intervention (including observance of infection control procedures & manual handling standards)
- Prepares environment for client including necessary equipment for treatment
- Identifies when group activity might be an appropriate intervention
- Demonstrates skill in case management
- Recognises when to enlist assistance of others to complete workload
- Completes intervention in acceptable time
- Refers client to other professional/s when physiotherapy intervention is not appropriate, or requires a multi-disciplinary approach

15. Is an effective educator

- Demonstrates skill in client education & health promotion e.g. Modifies approach to suit client age group &/or cultural needs
- Applies adult learning principles in education of clients & relevant others
- Educates assistants & relevant others to implement safe & effective therapy
- Participates in leading educational activities for peers/staff (where appropriate)
- Demonstrates skills in conducting group sessions
- Develops a realistic self-management program for prevention & management in collaboration with the client
- Provides information using a range of strategies that demonstrate consideration of client needs
- Confirms client's/relevant others' understanding of given information
- Uses appropriate strategies to motivate the client & relevant others to participate & to take responsibility for achieving defined goals
- Discusses expectations of physiotherapy intervention & its outcomes
- Provides feedback to client regarding health status
- Educates the client in self evaluation
- Encourages & acknowledges achievement of short & long term goals

16. Monitors the effects of intervention

- Incorporates relevant evaluation procedures/outcome measures in the physiotherapy plan
- Monitors client response to the intervention
- Makes modifications to intervention based on therapist evaluation & client feedback
- Records & communicates outcomes where appropriate

17. Progresses intervention appropriately

- Demonstrates or describes safe & sensible treatment progressions
- Makes decisions regarding modifications, continuation or cessation of intervention in consultation with the client, based on best available evidence
- Discontinues treatment in the absence of measurable benefit

18. Undertakes discharge planning

- Begins discharge planning in collaboration with the health care team at the time of the initial episode of care
- Discusses discharge planning with the client
- Describes strategies that may be useful for maintaining or improving health status following discharge
- Arranges appropriate follow-up health care to meet short & long term goals
- Addresses client & carer needs for ongoing care through the coordination of appropriate services

Evidence Based Practice

19. Applies evidence based practice in client-centred care

- Considers the research evidence, client preferences, clinical expertise & available resources in making treatment decisions & advising clients
- Practises in accordance with relevant clinical practice guidelines
- Locates & applies relevant current evidence e.g. Clinical practice guidelines & systematic reviews
- Assists clients & carers to identify reliable & accurate health information
- Shares new evidence with colleagues
- Participates in & applies quality improvement procedures when possible

Risk Management

20. Identifies adverse events and near misses and minimises risk associated with assessment and interventions

- Monitors client safety during assessment & treatment
- Complies with workplace guidelines on manual handling
- Complies with organizational health & safety requirements
- Describes relevant contraindications & precautions associated with assessment & treatment
- Recognises & reports adverse events & near misses to appropriate members of the team
- Implements appropriate measures in case of emergency
- Reports inappropriate or unsafe behaviour of a co-worker or situations that are unsafe
- Prior to client contact, reports any personal issues (physical/mental) that may impact on client care