

Australian Universities Radiation Therapy Student Clinical Assessment Form (AURTSCAF) *User Guide – version 2*

Purpose and Structure

The AURTSCAF has been designed to assess students overall performance during clinical placement.

It may be used for final **summative assessment and/or weekly formative assessment**.

For formative assessment: this form is used at various stages during the clinical placement to provide students with feedback and allow students to reflect on their own performance and identify areas that require improvement.

For summative assessment: the Clinical Educator, Preceptor or Supervisor should complete this form at the end of the clinical placement. The assessment should reflect the consistency and standard of performance across the placement, *taking into consideration the experience level of the student*. It is expected that the student's skills will develop during the placement period. The final summative assessment should reflect the student's ability at the end of the placement.

If at any time during the placement (formative or summative assessment) the student does not demonstrate appropriate progression, the relevant University should be informed immediately.

The assessment domains are based on the Australian Institute of Radiography's **Competency Based Standards (CBS) for the Accredited Practitioner** (AIR 2005) and have been adapted to fit the scope of practice of a Radiation Therapy student progressing through an accredited program of study in Australia.

Not all domains from the CBS are assessed on this form as some are beyond the scope of practice of a student or assessed via other means in the academic program.

The Assessment Domains (based on the CBS) are as follows:

- **Knowledge and Understanding**
- **Critical Thinking and Evaluation**
- **Professional and Ethical Practice**
- **Care and Clinical Management**

Additional fifth and sixth domains are also included:

- **Professionalism** (addresses overall student conduct and development during the clinical placement)
- **Fitness to Practise** (the student is able to practice safely and effectively in radiation therapy)

Student Level

Students complete several clinical placements as they progress through their program of study. Each Australian Radiation Therapy program differs in course content, structure and student requirements, so the relevant University guide should also be consulted in conjunction with this document.

This generic clinical assessment form may be utilised for students at any stage of their academic program. Criteria for the level of achievement expected of a first, second, third or fourth year student from a particular University should be referred to BEFORE completing this generic form.

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The assessment form and user guide were developed by the Radiation Therapy Program Coordinators Group, representing the six tertiary institutions in Australia, namely, University of South Australia, University of Sydney, Monash University, Queensland University of Technology, University of Newcastle and RMIT University.

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PLEASE NOTE: The AURTSCAF is a confidential document & constitutes only one element of a range of assessment procedures. As such, it requires correlation with further indicators of both knowledge & performance, during this Clinical course. Therefore this Report remains the property of the University & is not to be duplicated or used as an employment reference.

Using the Evaluation Criteria to assess student performance

Domains 1-4:

- 1 Knowledge and Understanding
- 2 Critical Thinking and Evaluation
- 3 Professional and Ethical Practice
- 4 Care and Clinical Management

A six-item categorical rating scale is to be used to assess students in these four domains:

Evaluation Criteria to assess Student Performance Use this criteria to rate Domains 1-4 where applicable					
1 Unsatisfactory level of achievement	2 Requires improvement to progress	3 Satisfactory level of achievement	4 Occasionally exceeds expected level of achievement	5 Consistently exceeds expected level of achievement	NA Not Applicable Not Assessed

The scale also provides a Not Applicable – Not Assessed rating when the item has not been evaluated during the clinical placement.

The total score for the assessment will be computed by the University. Note that items which were marked NA will not be included in the computation.

Domains 5-6:

- 5 Professionalism
- 6 Fitness to Practise

These are domains of practice where students must demonstrate a satisfactory level of achievement for each criterion. Students are marked as satisfactory or unsatisfactory on the basis of their performance.

Evaluation Criteria to assess Student Performance Use this criteria to rate Domain 5 and 6	Satisfactory level of achievement	Unsatisfactory level of achievement
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Within each of the six domains there are specific criteria that should be assessed for each student. This user guide also provides ‘prompts’ in order to assist with determining a score for each criterion.

It is important to note that these prompts are listed as general examples and by no means represent an exhaustive list of behaviours that must be demonstrated by each student.

Domains of Practice: Generic Descriptors and Cues

1. Knowledge & Understanding
1.1 Applies & adapts <i>previous</i> knowledge to clinical practice situations
Prompts: <ul style="list-style-type: none">• Is prepared for their level of clinical experience• Demonstrates knowledge and skills learned at university or on previous placements by actively participating in procedures• Is able to adapt knowledge or skills to similar clinical practice procedures
1.2 Applies & adapts <i>new</i> knowledge to clinical practice situations
Prompts: <ul style="list-style-type: none">• Demonstrates continuing development of knowledge and skills throughout the placement• Actively participates in learning opportunities• Demonstrates that they can apply 'on the job' learning
1.3 Demonstrates knowledge of the role and responsibilities of the Radiation Therapist and how this fits within the multidisciplinary team
Prompts: <ul style="list-style-type: none">• Recognises the members of the multidisciplinary team (i.e. RO, nursing, physics etc) and their roles in providing a holistic approach to the care of the patient• Develops an understanding of how Radiation Therapists fit within the team, and their roles and responsibilities

2. Critical Thinking & Evaluation

2.1 Demonstrates the ability to be self-directed

Prompts:

- Should include skills relative to both patient treatment and care, and operation and management of the area/unit/department
- Seeks resources or information during machine down time or periods when workload is reduced, or as negotiated with their supervisor
- Carries out administrative/ organisational related activities that contribute to workflow without the need for continual prompting

2.2 Demonstrates appropriate time management skills and use of available resources

Prompts:

- Uses and sources appropriate information to prepare for simulation/ treatment prior to patient arrival
- Consults protocols before undertaking unfamiliar treatment or planning techniques
- Performs tasks in the correct order e.g. correctly aligns the patient before attempting to fit immobilisation casts or aids
- Performs tasks in the appropriate amount of time

2.3 Demonstrates problem solving skills to formulate appropriate clinical decisions

Prompts:

- Able to progress a plan toward completion
- Uses appropriate planning skills and reasoning to justify or optimise dosimetry
- Checks documentation in a logical sequence to problem solve a set-up difficulty
- Double checks measurements when tattoo or landmark reference do not correlate
- Can make or identify EPI judgments resulting in the decision to treat/ move/repeat
- Investigates the reasons behind FSDs being out of tolerance and determines possible actions and understands their importance

3. Professional & Ethical Practice

3.1 Assumes responsibility for own actions *and* works within accepted departmental protocols and standards of practice for Radiation Therapy

Prompts:

- Student actively seeks out procedural information relative to treatments or accepted practices and either seeks clarification or further discussion with staff and follows accordingly
- Understands responsibility for a duty of care to the patient
- Acknowledges errors and seeks advice regarding the appropriate course of action

3.2 Recognises own abilities and level of professional competence *and* consults with an experienced practitioner when expertise is required beyond own level of competence

Prompts:

- Is aware of the student role of developing competence and does not move beyond accepted boundaries of supervision
- Sets goals that are achievable in conjunction with supervisors
- Reflects on level of ability in order to build on and increase competence
- When consulting an experienced practitioner, the student does so appropriately (i.e. time, place and manner)

3.3 Documents accurately

Prompts:

- Documentation can be written or electronic, and may include stamping In-patient notes, transferring information from planning to treatment, stating agreed placement goals and reflection on performance or other administrative or quality assurance documentation
- Completes documentation according to department protocols
- Follows up missing data and information

3.4 Works and communicates effectively with, and demonstrates respect for, all members of the multidisciplinary team

Prompts:

- Actively participates in the team
- Clarifies what degree of participation is appropriate/permissible
- Shows initiative to assist the team through tasks such as calling the next patient, directing patients to get changed where appropriate, preparing the room, aiding patient transfer, etc.
- Accepts and responds positively to feedback from team members and uses feedback to reflect on practice
- Is cordial with all team members
- Communicates with other health professionals where appropriate
- Informs the team of activities requiring them to leave the workstation

3.5 Demonstrates effective verbal and non-verbal communication with patients, their carers and families

Prompts:

- Correctly identifies patients
- Introduces and identifies themselves as a student appropriately to patients
- Greets patients by name and maintains conversations to build rapport
- Demonstrates active listening skills
- Obtains and imparts correct and appropriate information to patients and their carers
- Seeks clarification of information where unsure before communicating with patients or carers
- Shows continual progression to maintaining dialogue with patients when completing a treatment or planning set-up, providing explanation of the procedure where appropriate
- Exhibits suitable non-verbal behaviours (e.g. eye-contact, facing patient and attentive, supportive persona, does not appear intrusive or distant)

4. Care & Clinical Management

4.1 Demonstrates empathy and respect for individuals and their carers/families

Prompts:

- Includes individual's rights, dignity, values, culture, customs, spiritual beliefs and practices
- E.g. observing privacy and providing gowns or sheets where possible
- Respects patient's rights to refuse having a student attend the procedure
- Responds to patient needs attentively and with empathy
- Provides material comfort/ assistance where appropriate e.g. blankets, tissues, water, a quiet place to wait if distressed

4.2 Demonstrates awareness of patient's needs and health issues and takes appropriate action

Prompts:

- Is aware of special needs of patients with and takes due care where required (e.g. wheelchair or sick bowl if unwell)
- Examples include care and transfer of palliative or unwell in-patients, assisting with transport and showing care for their condition
- Responds to patients requests for assistance promptly or refers on to the appropriate party without delay
- Knows when to consult an appropriate professional for advice regarding patient care

4.3 Performs technical skills to an appropriate level of competence relative to the stage of their academic program in:

- Treatment
- Planning
- Simulation/CT

Note: this criterion is based on an overview of performance of technical skills. All students undertake a separate competency assessment requiring demonstration of specific skills, and this is assessed using a separate form. Please refer to each University's specific technical performance indicators for competency assessment.

Treatment

Prompts:

- Has an understanding of the positioning, stabilisation, and localisation principles of the treatment process
- Has knowledge of the data they need to obtain and record for treatment quality assurance purposes
- Has an understanding of the principles and protocols of imaging for treatment verification
- Has an understanding of the record and verify facility

Planning

Prompts:

- Able to achieve a clinically acceptable treatment plan that follows ICRU and departmental guidelines, and is deliverable
- Can accurately perform any required calculations
- Able to prepare the documentation for the treatment chart/record
- Has an understanding of the record and verify facility

Simulation/CT

Prompts:

- Has an understanding of the positioning, stabilisation, imaging, and localisation principles of the simulation/CT process
- Has knowledge of the data they need to obtain and record for dosimetry and treatment purposes
- Assists in the development of ancillary equipment constructed in the mould room

5. Professionalism - rate these items S or US

5.1 Demonstrates appropriate interest, enthusiasm, motivation, perseverance in work & learning

Prompts:

- Has a positive demeanour
- Is attentive
- Exhibits open body language
- Asks relevant questions where appropriate
- Initiates own further learning where required
- Uses equipment appropriately (e.g. computer, internet, telephone)

5.2 Punctuality

Prompts:

- Advises of any lateness or absence
- Reports to workstation on time and ready to work and learn
- Returns from breaks within the acceptable timeframe
- Refer to each university's attendance policy

5.3 Maintains professional appearance

Prompts:

- Observes pride in their appearance, (personal hygiene, laundering of uniform and grooming)
- Adheres to University uniform policy
- Wears name badge
- Wears radiation monitor
- Wears appropriate footwear

5.4 Complies with patient information confidentiality and privacy legislation and policies

Prompts:

- Ensures removal of identifying data from clinical information required for University assessment purposes
- Personal identifying information/data should not be disclosed to staff/students not involved with the care of the patient
- Observes data removal protocols where applicable
- Understands that confidentiality extends to conversations between patients, conversations overheard and information obtained directly and indirectly

5.5 Follows health and safety requirements

Prompts:

- Observes radiation safety
- Correct manual handling skills
- Uses infection control procedures
- Operates machinery and equipment safely
- Observes other legislative policies

6. Fitness to Practise - *rate these items S or US*

'A student is fit to practise if they are free from any form of impairment which affects their ability to practise safely and effectively in radiation therapy'; this may include:

- mental and physical health issues;
- impairment due to the influence of alcohol, drugs or other intoxicating substances;
- inappropriate behaviour, attitude, or values which affect professional conduct
- less than satisfactory ethical approach to practice
- deficiency in knowledge and understanding or competence

(for a specific stage in the students development) which compromises the safety of patients or others

6.1 Demonstrates the capacity to practise safely

Prompts:

- Is receptive and responds positively to feedback
- Is aware of patient and staff safety at all times
- Uses equipment appropriately to minimise the risk of harm to themselves, patients, staff and others
- Appears alert, attentive and cognitive in interactions – exhibits behaviour that is not impaired
- Demonstrates no physical impairment which may impede their ability to adhere to safe manual handling processes and manipulates equipment safely
- Observes the OH & S procedures of the organisation

6.2 Demonstrates the behavior/ attitude/ values expected of a student practitioner

Prompts:

- Introduces self, letting patient know they are a student
- Exhibits a respectful manner with staff and patients
- Reserves questions about process for times out of the treatment room (ie not in front of a patient)
- Touches patients with consent and professionally
- Is truthful, genuine and trustworthy in all interactions
- Exhibits interest in all clinical tasks
- Respects patient's privacy and dignity
- Uses resources available at the placement site for the purposes they are intended

6.3 Demonstrates an ethical approach to practice

Prompts:

- Is aware of confidentiality and maintains at all times
- Discusses patient details appropriately or at an appropriate time or place
- Uses databases for clinical purposes only
- Converses with patients appropriately keeping questions of a general nature that are not imposing/ personal
- Does not disclose personal information about themselves

Note: this criterion is included as even though section 3 of the assessment form deals with professional and ethical practices, there are no elements of this which specifically state 'ethical practice'

6.4 Demonstrates competence at the required level for their development to practice safely

Prompts:

- Asks for help in situations when out of their depth
- Does not attempt tasks beyond their scope of practice/ ability/ without supervision/ permission
- Appears professional demonstrating appropriate confidence during patient interactions
- Is focussed on the task at hand clinically
- Listens to and follows staff instruction
- Uses language that is appropriate for the environment (ie not too casual)

If the team has any concerns about the student's fitness to practise, please inform the University immediately

Assessor's overall comments:

Please use this section to give the student specific written feedback about their assessment

Sign and date the form and include your name

Student's overall comments:

Encourage the student to record their response to feedback given

Record any days absent and whether a medical certificate was sighted if appropriate