



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



University College Dublin
Ireland's Global University

Physiotherapy Clinical Placement Assessment Form (CAF) **LEVEL 2**

Student Number:	Module Code:
Student Name:	
Name of Clinical Site:	
Clinical Specialty/Specialties:	
Dates of Placement:	Total Placement hours
No. of Days Absent:	
Practice Tutor/ Regional Placement Facilitator:	
CORU number:	
Practice Educators:	
CORU number:	

PART 1	
Pass	Fail

PART 2	Score
Assessment & Management	/100
Professionalism	/100
Documentation/Communication	/100

Practice Educator Signature:	Date:

GUIDELINES FOR COMPLETING THE CLINICAL PLACEMENT ASSESSMENT FORM

Assessment of student performance is divided into two parts. Part 1: Safe Practice & Professional Conduct and Part 2: Professional Practice

Part 1: Safe Practice and Professional Conduct

The student's performance in part 1 must be satisfactory to pass the placement. This part of the assessment is pass/fail only and no marks will be awarded. **Failure of either component *Safe practice or Professional Conduct* in part 1 will result in immediate failure of the placement.**

- Failure in part 1 is normally preceded by a formal warning(s), which must be documented on the placement assessment form and discussed with the student following the specific incident(s).
- A repeated warning (not necessarily for the same misdemeanour) in either safe practice and/or professional conduct on the same placement will result in a failed placement grade.
- In the case of a single, significant breach of safe practice or professional conduct, a student may be asked to leave the placement site immediately and a fail grade will be awarded.

If there are any concerns regarding safe practice or professional conduct, please inform the university practice education team immediately.

Part 2: Professional Practice

Part 2 Professional Practice contains three areas of practice: *Assessment and Management*, *Professionalism and Documentation/Communication*. Each area of practice has several learning outcomes which indicate what the student should have achieved by the end of the placement (Table 1).

Area of Practice	Learning outcomes
1. Assessment and Management	10 Learning outcomes
2. Professionalism	6 Learning outcomes
3. Documentation/Communication	4 Learning outcomes

Table 1.

For each learning outcome, there are several expected behaviours, which guide the assessor in determining if the learning outcome has been achieved at a particular level. This list of behaviours is not exhaustive but guide the assessor in assigning a mark. The learning outcomes remain consistent across level one and level two placements. However, the behaviours required to achieve learning outcomes do change.

Scoring the CAF

Performance Standards

Score	Performance descriptor
≥90%	Outstanding level of performance
70% to 89%	Excellent level of performance
60% to 69%	Very good level of performance
50% to 59%	Adequate to Good level of performance
≤49%	Inadequate level of performance. The minimum acceptable standard has not been achieved

Table 2

The CAF is scored on two occasions using the performance standards outlined above in Table 2, and with the guidance below.

Midway Assessment- Performance descriptor	Final Assessment – Score
Complete at the midway point of placement. Rating should be based on the student's performance during the first half of the placement.	Complete at the end of the placement. Score should be based on the student's performance for the latter half of the placement.
Assign an overall performance descriptor to each of the three areas of practice. It is not necessary to rate each learning outcome individually.	Assign an overall score/100 to each of the three areas of practice. It is not necessary to score each learning outcome individually.
Provide written feedback to clearly indicate to the student their level of performance in relation to behaviours expected and observed. Use learning outcomes and placement learning objectives to structure feedback, highlighting those that require further improvement.	Provide written feedback to clearly indicate to the student their level of performance in relation to behaviours expected and observed.

For the final assessment, a score below 50% represents a fail. If an area of practice of the CAF is failed, it is important to highlight to the student which of the learning outcomes contributed to the grading process.

Each of the three areas of practice of part 2 must have a minimum score of 50 to pass the overall placement. There is no compensation between areas of practice, if one area of practice is failed it results in an overall placement failure.

If anticipated that a student will not achieve the required standard to pass part 2 of the CAF, the Practice Educator should communicate this as soon as possible to the student and to the practice education coordinator. The practice education team will assist you to identify strategies to manage the student's underperformance.

Once the CAF is returned to the university, the practice education team will calculate the final score for the student based on the following weightings:

Assessment and Management	50%
Professionalism	30%
Documentation/Communication	20%

Further information on using the performance descriptors and scores is provided below:

Performance standards - Scoring options for Midway and Final Assessment

Scores of less than 50% (Inadequate)
<p>Not achieving the minimum acceptable standard of performance.</p> <ul style="list-style-type: none"> • Infrequently/rarely demonstrates learning outcomes • Not yet adequate in some of the learning deemed by the assessor to be essential in that practice area • A student may demonstrate the behaviours <i>infrequently or rarely</i>. If this occurs the assessor must look at all the learning outcomes in that section and judge whether the student has met the threshold to pass that section. <p>Further advice on what constitutes a passing student is available in the table below (A Passing student)</p>
Score of 50-59% (Adequate to Good)
<p>Achieving the minimum acceptable entry level standard of performance (Passing standard)</p> <ul style="list-style-type: none"> • Demonstrates adequate to good attainment of most learning outcomes. • When reflecting on the student's performance overall, an adequate to good student may be good at some things and not so good at others. • The student is able to manage a variety of patients with relatively uncomplicated needs, such that the patient/client's major problems are identified, major goals established, and treatment is completed safely and effectively within a reasonable time frame. While achieving this, the student is aware of their limitations and where to seek assistance.
Scores of 60-69 (Very good)
<p>Achieving a very good standard of performance</p> <ul style="list-style-type: none"> • Demonstrates most learning outcomes to a very good standard. • The student is able to manage a variety of patients with such that the patient/client's problems are identified, major goals established, and treatment is completed safely and effectively within a reasonable time frame. While achieving this, the student is aware of their limitations and where to seek assistance.
Scores of 70-89 (Excellent)
<p>Achieving an excellent standard of performance</p> <ul style="list-style-type: none"> • Demonstrating most learning outcomes to an excellent standard. • This score reflects that the student is exhibiting a level of excellence with respect to a given practice area. • A student does not have to demonstrate all learning outcomes for a practice area to achieve a score in this band. However, this band affords the opportunity for students who are consistently excellent to score in the higher range. • The student will be demonstrating most behaviours for the item well above minimum level of competence.
Scores of 90-100% (Outstanding)
<p>This score is reserved for any student who exhibits all learning outcomes at an outstanding level. This grading should be used when a student excels in the performance of the learning outcomes.</p>

A PASSING STUDENT

Level 2

EXPECTATIONS

By the end of the Level 2 placement there are certain expectations that the physiotherapy student should meet. These are outlined below in each section as *an example* of what a tutor / educator may say about a student and how they have achieved a passing grade on this placement.

ASSESSMENT AND MANAGEMENT

By the end of this placement my student can generate pertinent information which informs the subsequent objective examination. My student relates clinical signs and symptoms to underlying pathology and integrates this knowledge into the management programme, involving the client in all decisions. They can recognise typical patterns of clinical presentation and relate this to current problems and objective findings demonstrating clear clinical reasoning skills in our discussions. They have their own list of patients appropriate to this service setting. I gradually allowed them to see patients independently once I was happy, they were safe and effective, and we had discussed and planned the episode of care. We continue to discuss all cases to facilitate clinical reasoning and implementation of best care.

PROFESSIONALISM

My student has a clear understanding of their professional needs, and independently developed and progressed their learning goals throughout this placement. They understand their scope of practice and revert to me when unsure. They demonstrate an empathetic and non-discriminatory approach to practice. They are managing their own treatment time, carrying out initial assessments and their follow-up assessments in a timely manner

COMMUNICATION AND DOCUMENTATION

In their last week of placement, my student independently documents SMART short- and long-term goals alongside a clearly prioritised problem list. Initial assessments and follow up sessions are documented clearly in a timely manner. They consistently seek and feedback salient clinical information about patients and treatment information from other healthcare professionals. They initiate appropriate and professional dialogue. My student asserts themselves respectfully and adapts in response to unexpected events.

PART 1: SAFE PRACTICE & PROFESSIONAL CONDUCT

Safe Practice

This section of the assessment form relates to students' safety for themselves, their client(s) and other professionals. The student's professional supervisor should consider students' safety awareness and safety in practice before, during and after each client care episode and when engaging in any moving/ handling skills related to self/ client(s)/ other health professionals.

Behaviours	<p>A Fail grade in this section may be considered if any/all of the following are observed:</p> <ul style="list-style-type: none">• Student lacks awareness of and/or fails to apply knowledge of departmental health & safety policy to specific client groups/conditions (e.g., infection control, moving and handling).• Student is unaware of or disregards contraindications to management of client(s).• Student applies treatment techniques and handling skills in a way which puts client(s) and/or self/colleagues at risk.• Student is unreliable in reporting information to professional supervisor/other health professionals.• Student fails to tell professional supervisor about adverse findings and/or client complaints.• Student works outside of their scope of professional practice.• Student persists in unsafe practice despite verbal instruction and/or warnings.
Performance	<ul style="list-style-type: none">• Performance in this section must be deemed satisfactory by the professional supervisor to pass the placement.

Documented Warning(s)

In this section, the professional supervisor should document any verbal or written warnings given to the student.

Warning(s) Issued:

Overall grade for safety awareness and safe practice: **Pass** **Fail**

Professional Conduct

Students must abide by the "Code of Professional Conduct and Ethics" Physiotherapy Registration Board, CORU, when on placement. This section of the assessment form refers to student breaches of professional conduct which have been observed by the supervisor/ professional colleagues.

Behaviours	<p>A fail grade in this section may be considered if any/all of the following are observed:</p> <ul style="list-style-type: none">• Student fails to comply with and/ or has inadequate knowledge of the Rules of Professional Conduct.• Student demonstrates consistently poor time keeping and fails to implement arrangements and agreed procedures.• Student demonstrates consistently poor record keeping that does not comply with placement policies.• Student fails to respect patient confidentiality/GDPR requirements in any of the following areas: written or verbal communication or correspondence, storage of confidential communication related to clients/ placement site.• Student exhibits poor or inappropriate standards of dress and/or hygiene.• Student demonstrates evidence of exploitation of the mutual trust and respect inherent within a therapeutic relationship.• Student persists in unprofessional behaviour despite verbal instructions and/or warnings.
Performance	<ul style="list-style-type: none">• Performance in this section must be deemed satisfactory by the professional supervisor to pass the placement.

Documented Warnings

In this section, the professional supervisor should document any verbal or written warnings given to the student.

Warning(s) Issued:		
Overall grade for safety awareness and safe practice:		
	Pass	Fail

PART 2: PROFESSIONAL PRACTICE

Assessment & Management

By the end of this placement the student will:

1. Demonstrate appropriate background knowledge in relevant clinical area
<ul style="list-style-type: none">a. Demonstrate a critical understanding of the sciences fundamental to physiotherapy.b. Answers questions on core clinical knowledge and skills.c. Justifies assessment with reference to core information presented in lectures, background reading and current evidence
2. Retrieve relevant information from available sources prior to assessment/review
<ul style="list-style-type: none">a. Selects relevant information from available sources prior to initiation of assessment/review.b. Integrates this information into the subsequent assessment.c. Demonstrates a clear understanding of the client's presenting complaint and management and engages in reasoned discussion with supervisor regarding this.
3. Perform a subjective examination
<ul style="list-style-type: none">a. Gains informed consent to carry out assessments or provide treatment/interventions in line with national/institutional policies.b. Explains purpose and format of subjective assessment.c. Executes a logical and systematic interview to identify the clients main problem/s.d. Generates information which is used to inform the subsequent objective examination.e. Exhibits flexibility in enquiry in response to client cues.
4. Perform an objective examination
<ul style="list-style-type: none">a. Explains purpose and format of objective assessment.b. Selects and applies appropriate assessment techniques in a timely manner, demonstrating awareness of issues such as irritability, fatigue, and patient handling.c. Selects and applies appropriate outcome measures.d. Monitors client response to assessment and modifies/discontinues assessment where appropriate.
5. Interpret and evaluate assessment findings
<ul style="list-style-type: none">a. Identifies, analyses and evaluates salient points from assessment.b. Links clinical signs and symptoms to underlying pathology and integrates this knowledge into management programme.c. Recognises typical patterns of clinical presentation and relates this to current problems/objective findings.d. Discusses factors which limit client's ability to continue or comply with assessment tasks and demonstrates this understanding when designing management programme.e. Formulates an appropriate problem list based on assessment findings.
6. Plan and implement a treatment programme, setting SMART goals
<ul style="list-style-type: none">a. Integrates assessment findings and clinical reasoning to plan SMART goals.b. Demonstrates competence in the application of treatment techniques with appropriate handling.c. Uses assessment findings, and clinical reasoning skills to develop and implement SMART treatment/management plans in line with best available evidence, agreed national guidelines, protocols and pathways, where available.d. Identifies additional resources, if required, to implement effective management plans.
7. Justify the treatment/management programme using evidence-based practice
<ul style="list-style-type: none">a. Discusses the rationale for choice of treatment/management to supervisor/client.b. Demonstrates an understanding and application of patient centred approach and evidence-based practice with evidence of links between theory and practice.c. Predicts likely clinical outcomes on the basis of background knowledge of disease progression and experience and plans for this.d. Respectfully questions existing custom and practice within the clinical environment using an evidence-based rationale as appropriate.
8. Evaluate the effects of treatment and modify where appropriate
<ul style="list-style-type: none">a. Measures clinical outcome for clients using defined subjective and objective markers and outcomes measures.b. Assesses client response to treatment techniques within a treatment session and adjusts/progresses accordingly.c. Has a range of solutions to adapt treatment techniques according to client response and escalates client care as necessary.

d. Analyses the reasons behind success or failure of treatment interventions using a holistic approach.

9. Manage the end of client care episode i.e., discharge/onward referral/handover at end of placement

- a. Documents treatment summaries/discharge reports/handovers at end of placement.
- b. Recognises onward referral options and organises referral where required.
- c. Recognises when discharge criteria have been met/not met and addresses same.

10. Demonstrate a holistic approach to client care while recognising the role of the physiotherapist in the interprofessional team

- a. Demonstrates an awareness of the role of physical, mental, emotional and social factors in a client's condition.
- b. Seeks other health professionals' input in client care, where appropriate.
- c. Identifies the physiotherapists' role in the interprofessional team.
- d. Incorporates treatment approaches that aim to maintain and improve health.
- e. Demonstrates an awareness of the organisational structure of the workplace.

MIDWAY PERFORMANCE DESCRIPTOR

FINAL SCORE

/100

Midway Comments

Final Comments

Professionalism

By the end of this placement the student will:

1. Identify own learning needs and set learning outcomes for the placement.
<ul style="list-style-type: none"> a. Identifies learning needs and areas for self-improvement. b. Sets SMART learning outcomes relevant to the placement location. c. Reviews progress with learning outcomes and reflects and acts on same as appropriate.
2. Demonstrate initiative and willingness to learn acting on and accepting guidance and feedback
<ul style="list-style-type: none"> a. Demonstrates adequate preparation for placement, showing evidence of pre-placement reading and ongoing placement preparation. b. Shows active interest through appropriate questioning. c. Reflects critically on personal practice and demonstrates changes in practice accordingly. d. Demonstrates an appropriate professional response to seeking and receiving feedback and modifies practice accordingly. e. Actively avails of opportunities for feedback, mentoring and support from colleagues in order to continuously improve personal practice.
3. Respect and uphold rights, dignity, and autonomy of client throughout each care episode
<ul style="list-style-type: none"> a. Ensures client comfort and dignity during care episode. b. Creates an optimal client/therapist environment in advance of and throughout the care episode. c. Demonstrates a holistic, respectful and patient centred approach to client care.
4. Demonstrate an awareness of their own limitations and seek help where necessary
<ul style="list-style-type: none"> a. Discusses treatments and progression with supervisor prior to implementation. b. Demonstrates awareness of current scope of practice. c. Knows when to seek advice or refer to another professional. d. Identifies own strengths and weaknesses in discussion with supervisor and seeks to address these.
5. Prioritise and manage caseload according to the needs of the service
<ul style="list-style-type: none"> a. Takes responsibility for own clients, prioritising clients appropriately. b. Manages own treatment time, carrying out treatment tasks within a reasonable time period. c. Organises self in response to needs of department. d. Manages non-direct patient contact time in a conscientious manner.
6. Provide and demonstrate professional ethical practice in accordance with the Physiotherapists' Registration Board Code of Professional Conduct and Ethics
<ul style="list-style-type: none"> a. Practices within the standards of personal/professional conduct and aligns with current legislation applicable to the work of physiotherapists. b. Takes responsibility for personal and professional development and maintaining standards of practice. c. Demonstrates an awareness of data protection, freedom of information and other relevant legislation. d. Understands the physiotherapist's responsibility in complying with appropriate procedures to report breaches of care.

MIDWAY <u>PERFORMANCE DESCRIPTOR</u>	
FINAL <u>SCORE</u>	/100

Midway Comments

Final Comments

Documentation/Communication

By the end of this placement the student will:

1. Maintain appropriate client records adhering to legal requirements and local guidelines
<ul style="list-style-type: none"> a. Follows a systematic approach to writing the record including all components of the POMR format. b. Maintains accurate records relating to consent. c. Uses appropriate terminology/abbreviations. d. Completes and signs all documentation as per local guidelines. e. Ensures notes are countersigned by educator. f. Follows all local guidelines relating to storage of documentation. g. Respects the confidentiality of service users and uses information only for the purpose for which it was given. h. Writes accurate treatment summaries and discharge letters. i. Writes clear, concise, and legible records.
2. Demonstrate evidence of clinical reasoning in all forms of documentation
<ul style="list-style-type: none"> a. Documents a reasoned analysis of assessment and treatment b. Documents a reasoned account of ongoing client care including modifications to same that reflects best practice/evidence-based practice. c. Documents appropriate SMART short- and long-term goals. d. Documents a reasoned prioritised problem list.
3. Demonstrate capacity to build and sustain professional relationships as a student practitioner and collaboratively as a member of a team
<ul style="list-style-type: none"> a. Demonstrates an appropriate level of confidence and respect in approaching supervisor/other professionals. b. Participates in and/or initiates appropriate regular and timely communication with supervisor, physiotherapy colleagues and other health professionals. c. Provides relevant input regarding client care in all interactions with professional colleagues using appropriate terminology. d. Adapts clinical practice and communication styles while giving consideration to physical, psychological, environmental, cultural and socio-economic factors.
4. Demonstrate capacity to engage clients and carers in assessment and treatment/management to meet their needs and goals
<ul style="list-style-type: none"> a. Demonstrates an appropriate level of confidence and respect in approaching clients, establishing a rapport with client/carers and gains appropriate consent. b. Demonstrates appropriate verbal and non-verbal communication skills in interactions with client/carer. c. Explains all aspects of management and care to client/carer. d. Practices in a culturally competent, non-discriminatory, and inclusive manner. e. Demonstrates a collaborative approach to client treatment and management. f. Asserts self sensitively and adapts in response to unexpected events.

MIDWAY PERFORMANCE DESCRIPTOR	
FINAL SCORE	/100

Midway Comments**Final Comments**



University College Dublin
Ireland's Global University

Student Name	
Module Name	
Module Code	PHTY

35 hours per 5 day week (to include 2 hrs self-directed learning / reflective time)

30 hours per 4 day week (to include 2 hrs self-directed learning / reflective time)

Record of Clinical Hours

Clinical Area	Number of Clinical hours completed
Cardiorespiratory	
Neurology / Rehabilitation	
Musculoskeletal	
Overall Total Number of Placement hours	

Age Category	(Please tick)
Paediatric (0-17)	
Adults (18-64)	
Older Persons (65+)	

Clinical Setting	(Please tick)
Acute setting	
Primary, Community, Continuing Care settings Includes Primary Care, Private Practice, Community Hospitals	

If applicable, please circle any of the below included on this placement (you may circle more than one)					
Palliative Care	Intellectual Disability	Women's / Men's Health	Obesity Management	Amputee Rehabilitation	Inpatient MSK / Ortho
Rheumatology	Spinal Injuries	Haematology / Oncology	Health Promotion	Frailty / Care of Older Person	OPD MSK / Ortho
MECC	Exercise classes				

I confirm that this is an accurate record of clinical hours completed:

Practice Tutor/Educator Signature	
CORU Number	
Date	