

## Evaluation of Clinical Practice for International Physiotherapy Students \*

### STUDENT INFORMATION

1. Age: \_\_\_\_\_
2. Female  Male  Other   
I'd rather not say
3. Country of origin: \_\_\_\_\_
4. School name: \_\_\_\_\_
5. Study cycle      Bachelor 2<sup>nd</sup>  3<sup>rd</sup>  4<sup>th</sup>  year      Master

### INTERNSHIP INFORMATION

6. Incoming country: \_\_\_\_\_
7. Facility type (e.g. hospital, private practice, etc.): \_\_\_\_\_
8. Clinical educator/supervisor's years of practice: \_\_\_\_\_
9. Clinical educator/supervisor's years of mentoring: \_\_\_\_\_
10. Please allocate a percentage to the core areas of education experienced during the assessment period:  
Musculoskeletal \_\_\_%    Cardiorespiratory \_\_\_%    Neurology \_\_\_%    Other (specify: \_\_\_\_\_) \_\_\_%
11. Starting date of internship: \_\_\_/\_\_\_/\_\_\_\_\_
12. Finishing date of internship: \_\_\_/\_\_\_/\_\_\_\_\_
13. Internship information: \_\_\_\_\_hours    \_\_\_\_\_ECTS
14. This is your first international experience: yes  no

### Scoring

↑ Independence	C	D	E	ZelCom score E: if a student functions highly independently in highly complex situations
	B	C	D	ZelCom score D: if a student functions moderately independently in highly complex situations. Or if a student functions highly independently in a moderately complex situation
	A	B	C	ZelCom score C: if a student functions low independently in highly complex situations. Or if a student functions moderately independently in moderately complex situations. Or if a student functions highly independently in a low complex situation.
ZelCom	← Complexity →			ZelCom score B: if a student functions low independently in moderately complex situations. Or if the student functions moderately independently in a low complex situation.
				ZelCom score A: if a student functions low independently in low complex situations.

\* Adapted from the Assessment of Physiotherapy Practice (APP). Used with kind permission of Megan Dalton.

References:

- Dalton M., Davidson M. & Keating J. (2012). The Assessment of Physiotherapy Practice (APP) is a reliable measure of professional competence of physiotherapy students: a reliability study. *Journal of Physiotherapy*, 58(1), 49-56.
- Dalton M., Davidson M. & Keating J. (2011). The Assessment of Physiotherapy Practice (APP) is a valid measure of professional competence of physiotherapy students: a cross-sectional study with Rasch analysis. *Journal of Physiotherapy*, 57(4), 239-246.
- APPLinkup (2017). Assessment of Physiotherapy Practice.

MID-EVALUATION  / FINAL-EVALUATION

Date \_\_\_/\_\_\_/\_\_\_\_\_

A B C D E

PROFESSIONAL BEHAVIOUR :

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Demonstrates empathy (not sympathy)                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Demonstrates commitment to learning                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrates teamwork   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Demonstrates ethically sensitive practice and confidentiality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Demonstrates punctuality                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Demonstrates self-care (clothing, personal hygiene, etc.)     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMUNICATION :

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. Communicates effectively and appropriately verbally/written |                          |                          |                          |                          |                          |
| 7.1. ... with the patient/client                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.2. ... with the supervisor                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.3. ... with the other professionals                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.4. ... with the family of the patient/client                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Communicates effectively and appropriately non-verbally     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CROSS-CULTURAL SKILLS :

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. Is able to adapt to diversity between cultures  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Is aware of the differences and expectations when it comes to dealing with health and behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ASSESSMENT :

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. Conducts an appropriate patient/client interview                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Conducts an appropriate patient/client examination                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Is aware of the general biopsychosocial aspects                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The student applies clinical reasoning in all the aspects of the assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ANALYSIS AND PLANNING :

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. Appropriately interprets assessment findings, in an ICF context                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Identifies and prioritizes patient's/client's symptoms  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Sets realistic short, medium and long term goals in collaboration with patient/client (SMART) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Selects appropriate intervention in collaboration with patient/client diagnosis and prognosis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	A	B	C	D	E
<b>TREATMENT</b>					
19. Performs treatments appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Is an effective educator/coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Monitors the effects of the treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Uses feedback to change and improve the treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Manages time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Undertakes discharge planning and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The student applies clinical reasoning in all the aspects of the treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>EVIDENCE-BASED PRACTICE</b>					
26. Applies evidence based practice in patient care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Applies written communication and uses clear and accurate documentation (clinical records, guidelines, research findings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RISK MANAGEMENT</b>					
28. Is able to react appropriately in an unexpected situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Identifies adverse events and minimises risks associated with assessments and interventions (safety)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Not Independent

Low Independent

Independent

High Independent



PRACTICE BASED LEARNING WORKING GROUP

Clinical Educator's / Supervisor's comments:

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Feedforward to the student:

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Clinical Educator / Supervisor Signature

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Student Signature