

Appendix 7

Assessment during Clinical Placement

The Clinical Placement Assessment provides tools by which supervisors are to assess students while on Clinical Placement. The Assessment tools comprise the following forms: 1) Mid-unit Feedback, 2) End of Unit Feedback, and 3) Formal Assessment. These tools are designed to formally assess a student's performance, and provide constructive feedback to the student and University, at the mid-point and end of each placement.

The Clinical Placement component of the Graduate Diploma of Exercise Science provides a crucial learning experience for students, providing them with the opportunity to practice their skills, and further develop professional/vocational skills, via observation and experience, that are necessary to successfully practice as an Exercise Physiologist. It is hoped that students will gain an appreciation of how their formal learning can be applied across a range of settings that encompass the Exercise Physiologist's Scope of Practice. These experiences are critical in ensuring that students are "work ready" when they graduate.

It is expected that student abilities will vary to some degree within every cohort and that confidence in applying their skills, as well as their skill base, will grow as their placement progresses. Students should enter placements at a level

Guidelines for assessing students

1. Conduct an initial discussion with the student regarding the learning outcomes and goals which the student are expected to achieve.
2. Perform a Mid-unit assessment where the above outcomes and goals can be re-assessed, student strengths and weaknesses discussed, and plans outlined for improving any identified areas. The Mid-unit Assessment form should be used for this purpose, and Formal Assessment form completed (Mid-unit Assessment section). Placement supervisors should contact the Clinical Placements Coordinator to discuss cases where a student is formally rated as unsatisfactory.
3. Perform an End of Unit assessment to discuss the student's overall performance during their placement as well as identify areas that can be further improved and strategies for continued development.
4. The Formal Assessment for each Clinical Placement unit (End of Unit Assessment) will contribute to the determination of the student's grade for Clinical Practicum (7604PES). This is a non-graded award course, where students attain either a Pass or Fail grade, and is determined on the basis of the cumulative Formal Assessments for all their Clinical Placement units. Students are required to attain an End of Unit Assessment score of 4 (Entry-level proficiency) for all Clinical Placement Units to attain a Pass grade.

Formal Assessment Scoring Criteria

Score	Level	Description
1	Unsatisfactory	<p>Progress and competency levels are not commensurate with expectations of a student-in-training, and little or no evidence of improvement in identified outcomes.</p> <ul style="list-style-type: none"> • Does not demonstrate sufficient knowledge and competencies to enable progress. • Lacks confidence in most or all situations. • Poor communication with colleagues and clients. • Requires constant and frequent prompting. • Unresponsive to feedback.
2	Progressing - Novice	<p>Competency levels that meet expectations of a student-in-training, and demonstrating progress in competency and skill levels.</p> <ul style="list-style-type: none"> • Demonstrates a basic understanding of theory and practice principles that is inconsistently applied. • Level of confidence dependent on complexity of task and familiarity of situation. • Requires moderate-to-high levels of supervision for most tasks. • Responsive to feedback.
3	Progressing - Intermediate	<p>Competency levels that meet expectations of a student-in-training, and demonstrating progress in competency and skill levels.</p> <ul style="list-style-type: none"> • Demonstrates satisfactory understanding of theory and practice principles that is consistently applied. • Level of confidence dependent on complexity of task and familiarity of situation. • May still require moderate-to-high levels of supervision, depending on the complexity of the task. • Responsive to feedback.
4	Entry-level	<p>Progress and competency levels commensurate with an entry-level practitioner.</p> <ul style="list-style-type: none"> • Demonstrates knowledge and competencies that are expected of an entry-level EP, with consistent application to practical situations. • Able to work relatively independently under broad supervisory guidance.

5	Above entry-level	<p>Progress and competency levels that exceeds what is expected for an entry-level professional.</p> <ul style="list-style-type: none">• Exceeds the level of knowledge and competencies expected of an entry-level practitioner.• Able to work independently in most circumstances with minimal supervision required.• Demonstrates confidence in managing complex tasks.
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Learning Outcomes for Clinical Practicum

General Learning Outcomes

1. Professional behaviour and demeanour

- Operate within AEP scope of practice.
- Practice in accordance with ESSA's national codes of Professional Conduct & Ethical Practice.
- Uphold standards established through legislation and common law.
- Understanding of social and civic responsibilities.

2. Communication – Client

- Communicate effectively and appropriately with a client.
- Able to effectively interact with clients, within culturally or linguistically diverse contexts.
- Able to effectively deliver information and education materials in individualised and group-based formats.

3. Communication/Team work – Collegial

- Collaborate and work effectively in teams within the workplace.
- Able to communicate and work effectively within a multi-disciplinary environment.
- Capacity to communicate effectively with others orally and in writing.

4. Critical thinking and analysis

- Able to use knowledge and skills to devise solutions to unfamiliar problems.
- Capacity to apply disciplinary knowledge to solving real life problems in relevant communities.
- Apply an evidence-based approach to treatment.
- Able to critically evaluate and analyse client information as well as the evidence base, so as to optimise treatment.

5. Self-improvement and development

- Understanding the value of further learning and professional development.
- Demonstrate a desire and capacity to refine existing, and learn new, knowledge and skills.
- Receptive to constructive feedback.

Clinical Learning Outcomes

1. Client assessment

- Effectively manages client referrals.
- Effectively obtains a thorough and relevant medical history from a client.
- Perform appropriate risk identification and stratification of a client.
- Apply a range of investigative techniques, with appropriate levels of supervision, to safely assess a client within a variety of settings (e.g., clinic, home, community).
- Efficient and organised client assessment procedures and processes.
- Appropriate management of adverse events
- Good record keeping and data management.

2. Interpretation of findings

- Able to collect, analyse and interpret data and information, generate and test hypotheses, synthesise and organise information.
- Able to refer to other health professionals when necessary.

3. Development of appropriate exercise management plan

- Apply a holistic, goal-oriented approach to exercise program design.
- Effective use of client assessment to inform exercise management plan.
- Apply evidence-based exercise prescription principles that are relevant to each client's case and needs.
- Consideration of client circumstances and specific needs when developing exercise management plan.
- Good record keeping and data management.

4. Implementation of exercise management plan

- Ensure a safe exercise environment and appropriate client education (e.g. equipment use and techniques).
- Appropriately monitor clients.
- Demonstrates exercise leadership in individual and group settings.
- Appropriate management of adverse events.
- Good record keeping and data management.

5. Evaluation of exercise management plan

- Implement appropriate progression and re-assessment/follow-up timeframes.
- Appropriate modification of exercise management plan based on re-assessment, changing goals and changing client status.
- Good record keeping and data management.

Assessment & Feedback forms

As follows

CLINICAL PLACEMENT ASSESSMENT FORM

Formal Assessment

Student Name:

Placement Organisation: Dates of Placement:

Learning Outcomes – General	Mid-point Assessment						Final Assessment					
	Date:						Date:					
Professional behaviour & demeanour	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Communication – Client	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Communication/Team work – Collegial	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Critical thinking and analysis	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Self-improvement and development	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Learning Outcomes – Clinical	Mid-point Assessment						Final Assessment					
Client assessment	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Interpretation of findings	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Development of appropriate exercise management plan	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Implementation of exercise management plan	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Evaluation of exercise management plan	1	2	3	4	5	N/A	1	2	3	4	5	N/A

Refer to scoring criteria for details. 1: Unsatisfactory, 2: Progressing - Novice, 3: Progressing – Intermediate, 4: Entry-level, 5: Advanced.

Supervisor Comments (attach additional sheets if necessary):

Supervisor Name:

Signature:



Assessment of Exercise Physiology Practice

CLINICAL EDUCATOR ASSESSMENT FORM

Mid Unit (Formative) Feedback

Student Name:

Placement Organisation: Dates of Placement:.....

Clinical Educator's comments

Student Strengths:

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Areas to be improved and strategies for improvement:

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Clinical Educator Signature

Student Signature

Clinical Educator Name (Print)

Date

Clinical Educator Feedback Survey

Name:		Date of Placement:
Facility:		Clinical Area:

Please read each statement carefully, then circle one of the numbers on the right, where:

1 = Strongly Disagree, **2** = Disagree, **3** = Undecided, **4** = Agree, **5** = Strongly Agree

N/A= not applicable

1. I was satisfied with the information provided by the university <u>prior</u> to the placement commencing	1 2 3 4 5 N/A
2. I was satisfied with the support provided by the university <u>during</u> the placement	1 2 3 4 5 N/A
3. The objectives of the clinical placement were achievable	1 2 3 4 5 N/A
4. The students were adequately prepared for the placement	1 2 3 4 5 N/A
5. The students were keen to learn	1 2 3 4 5 N/A
6. The resource manual provided sufficient information on the assessment of students	1 2 3 4 5 N/A
7. I understood the assessment form and how to complete it	1 2 3 4 5 N/A
8. The university responded within a reasonable time frame to any questions/requests for assistance that I made	1 2 3 4 5 N/A
9. What were the most rewarding aspects of the placement?	
10. What were the most difficult aspects of the placement?	
11. Reflecting on your experiences during this placement, are there any changes you would make prior to students attending for the next unit? Please comment	
12. Do you have any requests for assistance from the university prior to the next time this particular clinical placement is conducted?	

Student Feedback Survey

Name:		Date of Placement:
Facility:		Clinical Area:

Please read each statement carefully, then circle one of the numbers on the right, where:

1 = Strongly Disagree, **2** = Disagree, **3** = Undecided, **4** = Agree, **5** = Strongly Agree N/A= not applicable

1. The orientation to the facility was thorough.	1 2 3 4 5
2. The level of supervision during the clinical placement was appropriate.	1 2 3 4 5
3. I was provided with sufficient opportunities to cover the learning objectives of this clinical placement. If not please comment.	1 2 3 4 5
4. I was fully aware of the learning objectives for the placement.	1 2 3 4 5
5. During the placement feedback was given on the assessment items in time for it to be useful.	1 2 3 4 5
6. The feedback I received on the assessment items was constructive.	1 2 3 4 5
7. Following mid placement feedback, I understood what was required for me to improve.	1 2 3 4 5
8. Completing the self reflection sheet prior to mid placement feedback was helpful in identifying my strengths and areas needing improvement.	1 2 3 4 5
9. At end of placement feedback, the educator provided specific examples of my performance to support the rating on each item.	1 2 3 4 5
10. Which aspects of this placement reinforced your learning?	
11. Any suggestions for improving student learning in this placement?	
12. What were the most rewarding aspects of the unit?	
13. What were the most difficult aspects of the unit?	
Tick this box if you would like to nominate your clinical educator for an award. Please provide further comment.	<input style="width: 40px; height: 20px;" type="checkbox"/>