

APP: *Assessment of Physiotherapy Practice Instrument*

Physiotherapy Clinical Educator Training



APPLinkup

Assessment of Physiotherapy Practice
Online Management System

APPLinkup.com

Learning objectives

By the end of this presentation you will:

- Understand the components of the APP
- Be able to use the APP instrument effectively in formative feedback and summative assessment
- Feel more comfortable in your role as assessor of students



APP development and use

- Currently used by all Australian Physiotherapy Programs for assessment of student performance on clinical placements
- All graduates must meet same competencies/standards outlined in Australian Standards for Physiotherapy
- Clinical educators dealing with multiple programs want one form that had evidence of validity and reliability
- APP developed and tested across 5 years with involvement of educators, managers, students and universities

The 'Roles' of Assessment – what does workplace based assessment do for students?



Role of assessment

- Directs students to knowledge skills & attitudes they are performing well & those requiring improvement (the **'formative'** role of assessment)
- Forms basis for development of strategies to change performance
- Tells students if they are meeting the standards – grades, ... (the **'summative'** role of assessment)

The APP (Assessment of Physiotherapy Practice) Instrument



APP- Assessment Instrument

- Standardised instrument used nationally
- Valid and reliable instrument
- Identifies 7 domains of practice and lists 20 items considered fundamental to our profession
- Scores are determined by a rating scale used in conjunction with performance indicators
- APP is for use in 'core' clinical units where student is meant to carry their own caseload

APP – paper based & online

- APP is available in paper form or online
- www.APPLinkup.com is the link to the online interactive assessment system
- You can use either format, the guidelines are the same



**End of Unit
Summative Assessment**

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

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 patient/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 sensitive practice	0	1	2	3	4	not assessed
4.	Demonstrates teamwork	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 patient/client 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 patient's/client's problems	0	1	2	3	4	not assessed
12.	Sets realistic short and long term goals with the patient/client	0	1	2	3	4	not assessed
13.	Selects appropriate intervention in collaboration with patient/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 patient 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 physiotherapist

7 domains of practice

20 items

Global rating scale

5 point rating scale to rate each item

Scoring rules

Assessment of Physiotherapy Practice (APP) Mid Unit

0 = Infrequently / rarely demonstrates performance indicators
 1 = Demonstrates few performance indicators to an adequate / pass standard
 2 = Demonstrates most performance indicators to an adequate / pass standard
 3 = Demonstrates most performance indicators to a good / above pass standard
 4 = Demonstrates most performance indicators to an excellent standard
 Not Assessed (n/a) = Item was not assessed
 Note, a rating of 0 or 1 indicates that minimum acceptable competency has not been achieved

Professional Behaviour

1. Demonstrates an understanding of patient/client rights and consent	0	1	2	3	4	n/a
2. Demonstrates commitment to learning	0	1	2	3	4	n/a
3. Demonstrates ethical, legal & culturally sensitive practice	0	1	2	3	4	n/a
4. Demonstrates teamwork	0	1	2	3	4	n/a
▶ Please Add Feedback - Professional Behaviour						

Communication

5. Communicates effectively and appropriately - Verbal/non-verbal	0	1	2	3	4	n/a
6. Demonstrates clear and accurate documentation	0	1	2	3	4	n/a
▶ Please Add Feedback - Communication						

Assessment

7. Conducts an appropriate patient/client interview	0	1	2	3	4	n/a
8. Selects and measures relevant health indicators and outcomes	0	1	2	3	4	n/a
9. Performs appropriate physical assessment procedures	0	1	2	3	4	n/a
▶ Please Add Feedback - Assessment						

Analysis and Planning

10. Appropriately interprets assessment findings	0	1	2	3	4	n/a
11. Identifies and prioritises patient's/client's problems	0	1	2	3	4	n/a
12. Sets realistic short and long term goals with the patient/client	0	1	2	3	4	n/a
13. Selects appropriate intervention in collaboration with patient/client	0	1	2	3	4	n/a
▶ Please Add Feedback - Analysis and Planning						

Intervention

14. Performs interventions appropriately	0	1	2	3	4	n/a
15. Is an effective educator	0	1	2	3	4	n/a
16. Monitors the effect of intervention	0	1	2	3	4	n/a
17. Progresses intervention appropriately	0	1	2	3	4	n/a
18. Undertakes discharge planning	0	1	2	3	4	n/a
▶ Please Add Feedback - Intervention						

Evidence-based Practice

19. Applies evidence based practice in patient care	0	1	2	3	4	n/a
▶ Please Add Feedback - Evidence-based Practice						

Risk Management

20. Identifies adverse events/near misses and minimises risk associated with assessment and interventions	0	1	2	3	4	n/a
▶ Please Add Feedback - Risk Management						

Overall Comments

Please Provide strategies to assist change in performance

7 domains of practice

20 items

5 point rating scale to rate each item

Performance indicators in drop down menu

Performance Indicators

For each item

- List of observable and concrete behaviours
- Can guide feedback and grading for each item
- Examples of evidence of competence (or lack of)
- Designed to guide **both** students and educators
- Are not an exhaustive list of possible behaviours nor are they to be used as a checklist when assessing a student's performance



Professional Behaviour

1. Demonstrates an understanding of patient/client rights and consent

- understands when formal client consent is required
- informed consent is obtained and recorded according to protocol
- understands and respects patients'/clients' rights
- allows sufficient time to discuss the risks and benefits of the proposed treatment with patients/clients and carers
- engages patients/clients in discussion of the effects of treatments or no treatment
- records patient's/client's refusal of treatment and advises supervisor
- refers patients/clients to a more senior staff member for consent when appropriate
- advises supervisor or other appropriate person if a patient/client might be at risk
- works collaboratively and respectfully with support staff

2. Demonstrates commitment to learning

- responds in a positive manner to questions, suggestions &/or constructive feedback
- develops and implements a plan of action in response to feedback
- seeks information/assistance as required
- demonstrates self-evaluation, reflects on progress and implements appropriate changes based on reflection
- reviews and prepares appropriate material before and during the placement
- takes responsibility for learning and seeks opportunities to meet learning needs

3. Demonstrates practice that is ethical and in accordance with relevant legal and regulatory requirements

- follows policies & procedures of the facility
- advises appropriate staff of circumstances that may affect adequate work performance
- observes infection control, and workplace health and safety policies
- maintains patient/client confidentiality
- arrives fit to work

- arrives punctually and leaves at agreed time
- calls appropriate personnel to report intended absence
- wears an identification badge and identifies self
- understands scope of expertise
- observes dress code
- completes projects/tasks within designated time frame
- reports inappropriate or unsafe behaviour of a co-worker or situations that are unsafe
- maintains appropriate professional boundaries with patients/clients and carers
- demonstrates appropriate self-care strategies (eg stress management)
- acts ethically and applies ethical reasoning in all health care activities
- applies ethical principles to the collection, maintenance, use and dissemination of data and information
- acts within bounds of personal competence, recognizing personal and professional strengths and limitations

4. Demonstrates teamwork

- demonstrates understanding of team processes
- contributes appropriately in team meetings
- acknowledges expertise and role of other team members and refers/liases as appropriate to access relevant services
- advocates for the patient/client when dealing with other services
- collaborates with the patient/client and the health care team to achieve optimal patient/client outcomes
- cooperates with other workers who are treating and caring for patients/clients

Communication

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

- greets others appropriately
- questions effectively to gain appropriate information
- listens carefully and is sensitive to patient/client and carer views
- respects cultural and personal differences of others

- gives appropriate, positive reinforcement
- provides clear instructions
- uses suitable language & avoids jargon
- demonstrates an appropriate range of communication styles (eg patients/clients, carers, administrative and support staff, health professionals, care team)
- recognises barriers to optimal communication
- uses a range of communication strategies to optimize patient/client rapport and understanding (eg hearing impairment, non-English speaking, cognitive impairment, consideration of non-verbal communication)
- appropriately uses accredited interpreters
- maintains effective communication with clinical educators
- actively explains to patients/clients and carers their role in care, decision-making and preventing adverse events
- actively encourages patients/clients to provide complete information without embarrassment or hesitation
- communication with patient/client is conducted in a manner and environment that demonstrates consideration of confidentiality, privacy and patient's/client's sensitivities
- negotiates appropriately with other health professionals

6. Communicates effectively and appropriately - Written

- writes legibly
- completes relevant documentation (record keeping including documentation of all physiotherapy assessments and interventions, statistical information as required by the organization, referral letters, written communications with appropriate patient/client consent, case notes, handover notes) accurately and consistently
- maintains records compliant with legislative medico-legal requirements
- complies with organisational protocols and legislation for communication
- adapts written material for a range of audiences (e.g. provides translated material for non-English speaking people, considers reading ability)

Assessment

7. Conducts an appropriate patient/client interview (subjective assessment)

- positions person safely and comfortably for interview
- structures a systematic, purposeful interview seeking qualitative and quantitative details
- asks relevant and comprehensive questions
- politely controls the interview to obtain relevant information
- responds appropriately to important patient/client cues
- identifies patient's/clients goals and expectations
- conducts appropriate assessment with consideration of biopsychosocial factors that influence health.
- seeks appropriate supplementary information, accessing other information, records, test results as appropriate and with patient's/client's consent
- generates diagnostic hypotheses, identifying the priorities and urgency of further assessment and intervention
- completes assessment in acceptable time

8. Selects appropriate methods for measurement of relevant health indicators

- selects important, functional and meaningful outcomes relevant to treatment goals, including those to identify potential problems
- chooses appropriate methods/instruments to measure identified outcomes across relevant assessment domains e.g. impairment, activity limitations, participation restriction, well-being and satisfaction with care

9. Performs appropriate assessment procedures (physical assessment)

- considers patient/client comfort and safety
- respects patient's/client's need for privacy and modesty (eg provides draping or gown)
- structures systematic, safe and goal oriented assessment process accommodating any limitations imposed by patient's/client's health status
- Plans assessment structure and reasoning process using information from patient/client history and supportive information
- demonstrates sensitive and appropriate handling during the assessment process

Global Rating Scale (GRS)

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

Not adequate Adequate Good Excellent

- Complete only at summative assessment (Final)
- Complete after rating all 20 items
- Typically, this student demonstrates most items at anlevel



Global rating scale

- Captures complexity of expert performance
- Most reliable measure of clinical skill that is also sensitive to increasing levels of expertise.
- Better measure of complex interactions such as communication, rapport etc.
- Assists identification of borderline students
- There is evidence that a combination of global scores and items are complimentary methods



How to complete the APP: using the rating scale



Scoring the APP

- Scoring is based on direct observation and interpretation of student performance.
- Circle the rating from 0 – 4 that best represents your judgement of the student's level of performance at the end of the unit



Scoring the APP

- Use Not Assessed **only** if student has not had an opportunity to demonstrate the behaviour
- Circle only one number for each item
- Complete the global rating scale at the end of unit

- In the APP the final rating for each item quantifies the level of performance achieved relative to that of **beginning practitioner standards of practice**

0 1 **2** 3 4 N/A

- This is the passing standard



APP – scoring

0 1 2 3 4 N/A

- 0 & 1 = not achieving the minimum acceptable entry level standard of performance
- 2 = minimum acceptable standard
- 3 & 4 = indicating good and excellent performance
- N/A: not assessed



Why choose entry level/minimally competent as passing standard?

- Enables ranking of students relative to a common standard.
- May be the only time student experiences a particular clinical area
- Better standardisation between assessors
- Time based passing standard (where student is at in their program) is unpredictable, unacceptable & not transparent
- Allows more targeted discussion, training
- More effective in driving learning in students



So what does a student who is performing at a minimally competent, passing standard look like?



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Entry Level Description – Passing standard

Take a few minutes and write down phrases to complete this sentence

- *A student is performing at the entry level/minimally competent standard when they*



Passing Standard/Entry Level Description

- Adequate assessment
- Adequately communicate, patient understands
- Formulate treatment plan
- Safe, to independently manage a patient
- Ability to think and reflect, self evaluate
- Willingness to learn and take on feedback
- teachable, safe, responsive, adequate, appropriate



Passing Standard/Entry Level Description

- Employable
- Able to carry a case load of basic patients with some supervision
- Measure their own outcomes
- Maintain safety
- Write notes legibly, accurately
- work independently and with a team
- Ask questions know their limitations



Entry Level – typically a student would

demonstrate an understanding of patient centered physiotherapy practice and are able to manage a variety of patients such that the major problems are identified, goals established and intervention is completed safely, professionally, effectively within in a reasonable time frame.

While achieving this, the student is aware of their limitations and where to seek assistance.

Entry Level

Remember entry-level is the **minimum** demonstrated behaviour required for entry to the physiotherapy profession

.....not a measure of capacity to undertake specific workplace duties without any assistance/support



Higher level standard

Remember a number of students achieve better than minimum standard.....

.....this does not mean we should elevate our concept of entry level



When to use the APP



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When to use the APP instrument?

- Begin early
 - **Day 1 of the unit; end of week 1** (set expectations and learning objectives with student using APP)
 - **Mid-placement** (formative feedback – use performance indicators to give evidence of strengths and weaknesses)
 - **End of placement** (summative assessment of items and global rating scale)



Mid unit – formative feedback

What will you do?



Mid unit formative feedback

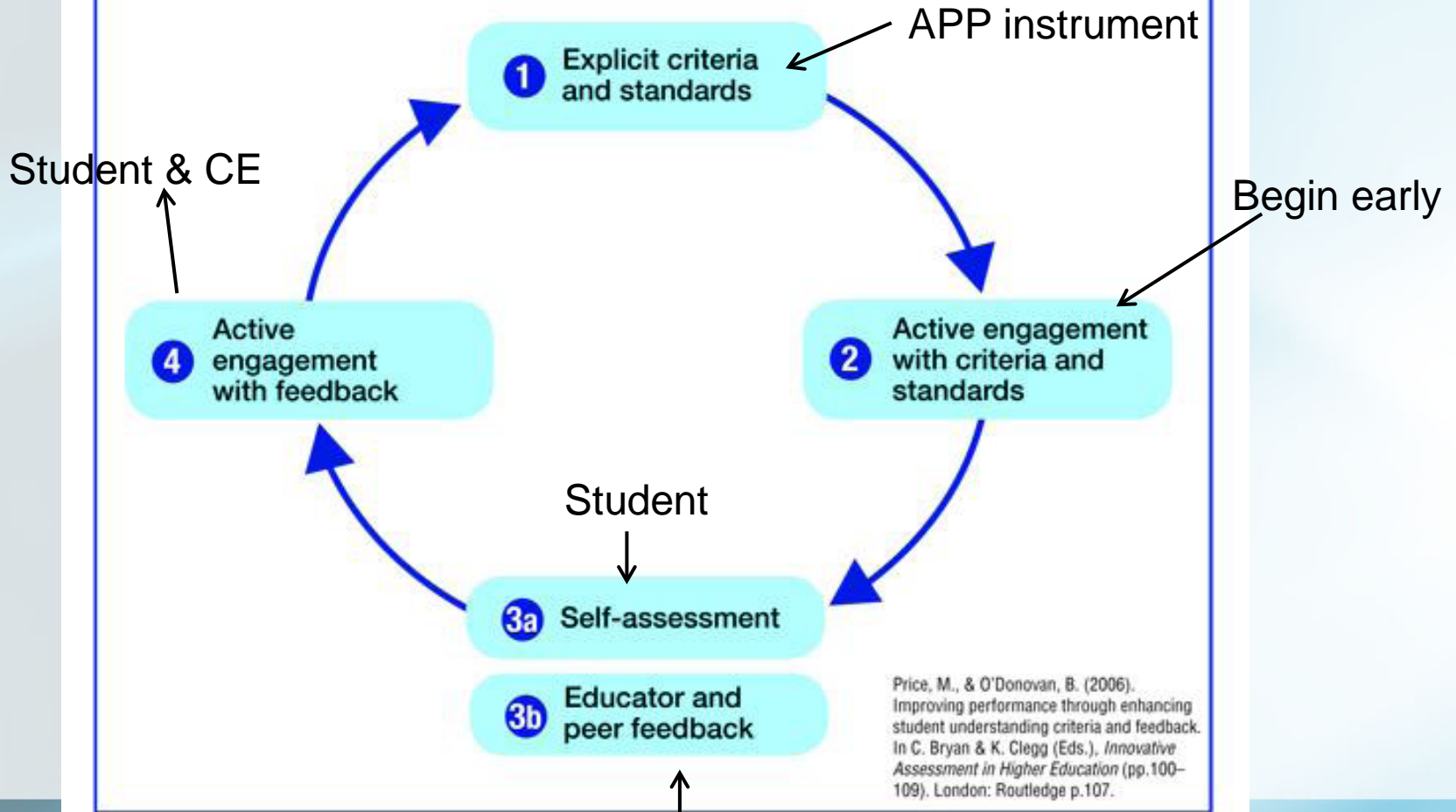
- Use the APP items & performance indicators to discuss with student areas of strength and for improvement
- Student and educator both input into mid unit assessment
- Score the APP items only if you have enough evidence
- Provide specific examples of behaviour
- If you have items not assessed, need to view these before the end of unit

Mid unit formative feedback

- A score of **0** would be a matter of immediate importance
- Notify the university
- A score of 1 for any item – warrants feedback and strategies to assist student to achieve a passing standard for the item



The feedback cycle – enhancing student understanding of criteria and feedback



Price, M., & O'Donovan, B. (2006). Improving performance through enhancing student understanding criteria and feedback. In C. Bryan & K. Clegg (Eds.), *Innovative Assessment in Higher Education* (pp.100–109). London: Routledge p.107.

End of unit – summative assessment

What will you do?



Summative Assessment

Process

- Refer to APP Clinical Educator Resource manual for detailed explanation on use of instrument.
- Read the performance indicators within each aspect of practice
- Determine the appropriate score using the rating scale for each item
- Record the score(0-4) against each item
- Complete the global rating scale
- Refer to scoring rules



Summative Assessment

- After completing the APP
 - identify trends (strengths/ weaknesses)
 - Considers strategies for the student to progress in next unit
- Complete any additional pages of assessment documents (feedback, summaries etc)
- If any item is scored <2 in (final assessment) contact Uni to discuss prior to meeting with student.
- A student can still pass with a 2-3 items rated as a 1 but if more than this then really consider failing the student as they most likely need more time.
- Prepare for formal feedback session with student and discuss the outcome with them
- Sign documents and return to University

Summary: advantages of APP

- Reliable and valid instrument
- Led to reduction in burden on clinical educators
- Standardisation of assessment processes between universities
- Improved training of educators, reduction in duplication
- Opportunities to continue evaluation and refinement of APP and assessment approaches