

5.8 CLINICAL ASSESSMENT FORM- Placement C1/C2/D1/D2

Learning outcomes/marketing criteria for clinical assessment forms

1. Did the student develop a safe and effective use of instrumentation?

Grade 5 Excellent	Grade 4 Good	Grade 3 Acceptable	Grade 2 Satisfactory	Grade 1 Poor
Clinical and psychomotor skills Debridement techniques Clinical reasoning and ability to operate independently	Clinical skills Sufficient debridement but refinement required Correct instruments / blade selection May require help and guidance with complex cases	Clinical skills As Grade 4 but requires prompts in order to ensure appropriate treatment	Clinical skills Can identify and treat at risk foot Debridement skills but pain relief not achieved. Input required Use and selection of instruments	Clinical skills Cannot identify at risk foot Frequent haems, poor debridement no pain relief achieved Instrument / blade selection Requires constant supervision

2. Did the student develop effective communication skills (both verbal and written) with patients and Health Care Professionals maintained in accordance with the requirements of the Data Protection Act and Information Governance?

Grade 5 Excellent	Grade 4 Good	Grade 3 Acceptable	Grade 2 Satisfactory	Grade 1 Poor
Interdisciplinary Skills Communication skills with HCP's with no/minimal assistance Rapport with patients involving them in their treatment plan	Communication skills with HCP's and Pt. Approach in gaining Pt participation in treatment plan. Some assistance required from supervisors	Communication skills with HCP's and Pt Rationale but approach at times lacks depth and evaluation. Student occasionally Pt led and requires assistance.	Communication with HCP's but at times lacks confidence. Understanding of patient issues. Rationale but lacks depth and justification. Consultative skills. Requires guidance from supervisors	Communication skills with HCP's, can not identify need when required. Understanding of patient issues. Communication with patients. Unable to gain relevant information from patient indicating unsafe practice.

3. Did the student select appropriate foot health promotion to empower the patient?

Grade 5 Excellent	Grade 4 Good	Grade 3 Acceptable	Grade 2 Satisfactory	Grade 1 Poor
<p>Identifies importance of foot health education. Uses up to date literature.</p> <p>Includes foot health education in Pt treatment plan and in their discussion</p> <p>Actively promotes patient centred practice</p> <p>Discharges and changes treatment interval as appropriate without guidance</p>	<p>Identifies importance of foot health education</p> <p>Includes foot health education in Pt treatment plan</p> <p>May engage the patient in their treatment plan.</p> <p>Requires guidance with discharging and changing return intervals.</p>	<p>Basic foot health education and included in treatment plan.</p> <p>Some evidence of patient centred practice.</p> <p>Guidance required when discharging and changing return intervals.</p>	<p>Basic foot health education with guidance from supervisor.</p> <p>Little evidence of patient centred practice.</p> <p>Difficulty identifying patients requiring discharge and treatment interval changes.</p>	<p>Cannot identify need for foot health education.</p> <p>No foot health education in treatment plan or discussion</p> <p>Minimal knowledge of foot health education. No evidence of further reading</p>

4. Did the student appropriately manage time and caseload effectively?

Grade 5 Excellent	Grade 4 Good	Grade 3 Acceptable	Grade 2 Satisfactory	Grade 1 Poor
<p>Level of organisation of caseloads.</p> <p>Prioritised tasks that are most important.</p> <p>Independently manages time and case load successfully.</p> <p>Is evidence based.</p>	<p>Level of organisation of caseloads</p> <p>Can sometimes prioritise tasks but needs guidance</p> <p>Manages time and caseload successfully with some support</p> <p>Knowledge of evidence based practice.</p>	<p>Level of organisation of caseloads.</p> <p>Reasonable ability to prioritise tasks</p> <p>Lacks ability to manage time and caseload independently.</p> <p>Lacks knowledge required for evidence based practice.</p>	<p>Level of organisation of caseloads.</p> <p>Struggles to prioritise tasks.</p> <p>Requires assistance to manage caseloads.</p> <p>Little demonstration of reflective and evidence based practice.</p>	<p>Level of organisation of caseloads.</p> <p>Spending time on unnecessary tasks.</p> <p>Unable to justify and prioritise tasks.</p> <p>No demonstration of clinical reasoning. Unable to base practice on evidence.</p>

5. Did the student have an appropriate and comprehensive approach to assessment including the collection and recording of relevant information in accordance with the requirements for the Data Protection Act and Information Governance?

Grade 5 Excellent	Grade 4 Good	Grade 3 Acceptable	Grade 2 Satisfactory	Grade 1 Poor
Understanding. Able to evaluate information. Demonstrates analytical, justified approach based on evidence.	Understanding. Ability to integrate and evaluate information with clarity and evidence to justify approach.	Understanding. Able to evaluate information and justify approach to management of patient. May lack detailed reasoning.	Understanding. Lacks comprehensive understanding of clinical risk. Superficial understanding in some areas.	Failed to identify basic clinical information for treatment plan. Unstructured disorganised approach. Unable to identify at risk foot.

6. Did the student justify and implement appropriate care plans for patients?

Grade 5 Excellent	Grade 4 Good	Grade 3 Acceptable	Grade 2 Satisfactory	Grade 1 Poor
Knowledge – in depth able to justify treatment plans. High level of ability to evaluate patient information. Evidence based. Confidently set short/medium/long term plans/objectives.	Knowledge – sound base to justify treatment plan. Able to integrate & evaluate all patient information. Able to evidence. Able to consider short/medium/long term plans.	Knowledge - utilized to justify treatment plans. Able to integrate & evaluate all patient information. May lack clarity & complexity. Able begin to consider short/medium/long term plans but perhaps lack clarity.	Knowledge to formulate & justify treatment plan. Able at times to integrate or evaluate patient information. Rationale for treatment plans and able to justify return intervals.	Knowledge to justify treatment plan. Unable to integrate or evaluate patient information. No rationale for treatment plans and unable to justify return intervals.

7. Did student demonstrate a concern for the interests, safety and dignity of patients and colleagues?

Grade 5 Excellent	Grade 4 Good	Grade 3 Acceptable	Grade 2 Satisfactory	Grade 1 Poor
Team approach. Thorough holistic approach. Not too patient led. Empathy towards patient needs. Understanding of Health & Safety issues to ensure safe practice for both patients & colleagues.	Team approach. Thorough holistic approach. Occasionally patient led. Considers patients need. Understanding of Health & Safety issues to ensure safe practice for both patients & colleagues.	Team approach. Aware of patient needs but at times too patient led. Understanding of Health & Safety issues to ensure safe practice for both patients & colleagues.	Will assist when prompted. Aware of patient needs but too patient led. Understanding of Health & Safety issues to ensure safe practice for both patients & colleagues.	Works in isolation to the team and does not engage. Consideration of patient or colleagues needs. Does not appreciate the need for safety and dignity of patients & colleagues. Understanding of Health & Safety issues

8. Student demonstrated a professional approach whilst on placement?

Grade 5 Excellent	Grade 4 Good	Grade 3 Acceptable	Grade 2 Satisfactory	Grade 1 Poor
Appearance & behaviour Professional. Arrived on time / early Organised. Works independently. Communication skills. Willing to go that extra distance.	Appearance & behaviour Professional. Arrived on time Can work independently Communication skills.	Appearance & behaviour Professional Arrived on time Requires some advice / guidance.	Appearance & behaviour Professional Arrived on time Requires constant advice / guidance.	Appearance behaviour Professional Arrived on time Did not attend / make contact or follow absence protocol.

9. Did student encourage or suggest an inter-disciplinary approach to patient care where appropriate?

Grade 5 Excellent	Grade 4 Good	Grade 3 Acceptable	Grade 2 Satisfactory	Grade 1 Poor
Knowledge Independently refers with appropriate reasoning. Client centred approach	Knowledge Frequent appropriate referrals. Evidence of client centred approach.	Knowledge Refers with prompting. Minimal client centred approach.	Knowledge Needs guidance. Lack of reasoning / client centred approach.	Knowledge Poor understanding for rationale to refer therefore jeopardising patient safety. Not patient centred.

10. Did student adhere to trust policies and procedures as stated in placement pack?

Grade 5 Excellent	Grade 4 Good	Grade 3 Acceptable	Grade 2 Satisfactory	Grade 1 Poor
Compliance Followed policies & procedures. Questioned approach, sound rationale. Good understanding of information. Well prepared & organised.	Compliance Followed policies & procedures. Requested clarification. Understood & appreciated need for above. Prepared & organised.	Compliance Followed policies & procedure. Further reading & preparation required but showed some understanding.	Compliance Demonstrated safe practice. Guidance required. Required further reading / preparation.	Compliance Did not appreciate & therefore follow trust policies & procedures. Indicating unsafe practice. Unprepared for placement.

Student Name:.....

Week Commencing:

Placement Evaluation Grid

Outcome	5	4	3	2	1
Did the student develop safe and effective use of instrumentation? **					
Did the student develop effective communication skills with patients and Health Care Professionals?					
Did the student select appropriate foot health promotion to empower the patient?					
Did the student appropriately manage time and caseload effectively?					
Did the student have an appropriate and comprehensive approach to assessment?					
Did the student justify and implement appropriate care plans for patients?					
Did the student demonstrate a concern for the interests, safety and dignity of patients and colleagues?					
Did the student demonstrate a professional approach whilst on placement? **					
Did the student encourage or suggest an interdisciplinary approach to patient care where appropriate?					
Did the student adhere to trust policies and procedure as stated in the placement pack? **					

**** A score of 1 in any of these learning outcomes results in a fail grade for the placement. This evaluation is used formatively for feedback in semester 1 and summatively in semester 2.**

Comments
