Foundation Placement Learning Guide For
Preregistration Physiotherapy Students

Developing your knowledge and skills
Making the pieces fit

MSc Physiotherapy (Pre-Reg)
BSc Hons Physiotherapy

June 2016

School of Health & Social Care

Teesside University

Inspiring success
Introduction

What is the purpose of this placement?
“To provide opportunities for the physiotherapy student to develop professional values and behaviours alongside their physiotherapeutic skills by applying theory to practice in the practice environment”.

Terminology
Throughout this document the term ‘service users’ will be used as an umbrella term to include any individual who uses physiotherapy and wider health and social care services. This may include patients or clients and their families and carers.

Health care team (HCT) will be used as an umbrella term to describe members of the wider healthcare team including registered and non-registered clinical staff and non-clinical staff.

What will I be learning on this placement?
This placement has been developed to help you consolidate and apply your learning to date: build on your knowledge, develop and apply handling and clinical skills that will underpin your physiotherapy practice, develop your ability to communicate effectively and develop and demonstrate your behaviour and values in practice. It will give you opportunity to focus on a range of aspects of your personal and professional and clinical development

1. Professional conduct - values, attitudes and behaviour
2. Self-directed learning initiatives
3. Communication and interpersonal skills
4. Application of practice skills
5. Clinical reasoning
6. Patient safety and client centred care

Use this workbook to help you to organise and plan your learning whilst on this Foundation Placement and document your learning in your e-portfolio.

How will I learn?
Your learning on this placement will be facilitated by one or more nominated Practice Educators supported, where appropriate, by other members of the HCT. Under this supervision you will apply and develop physiotherapy and wider healthcare knowledge and skills whilst enhancing your communication in a practice environment and develop your own personal professional values and behaviour. Appropriate service users and learning situations will be selected by your Practice Educator

You will be expected to develop skills to identify and respond to your own learning needs by implementing a Personal Development Plan (PDP). This will be facilitated through regular discussion with the nominated Practice Educator(s) and the workbook.
How will I be assessed?

The Practice Educator will assess your performance through regular observation and discussion. They will provide feedback using the Weekly Formative Feedback Tool and Foundation Placement Final Assessment Tool. In addition to this service users will provide feedback using the Communication Skills Tool.

Where can I find the documents and information?

Documents, workbook and information regarding this placement will be available for students via the e-portfolio and the Practice Education Blackboard site. Information for educators can be accessed via the Practice Placement support site.

What are the learning outcomes for this placement?:

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<tr>
<th>Knowledge and Understanding</th>
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<td>1. Identify and explain key elements of the foundation knowledge and concepts of contemporary physiotherapy practice.</td>
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<th>Cognitive and Intellectual Skills</th>
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<td>1. Gather record and describe, with guidance, data and evidence from a range of sources.</td>
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<td>2. Construct supported arguments and justify conclusions in defined contexts.</td>
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<th>Practical and Professional Skills</th>
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<tr>
<td>1. Practice safely, ethically, effectively and compassionately in accordance with relevant statutory, national and professional policies, guidelines, standards, codes of conduct and ethics, considering the needs of individual clients.</td>
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<td>2. Act with limited autonomy, under direction or supervision within defined guidelines within the practice setting.</td>
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<th>Key Transferable Skills</th>
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<td>1. Demonstrate skills of client-centred care.</td>
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<td>2. Communicate effectively using appropriate methods in the practice setting.</td>
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<tr>
<td>3. Demonstrate professional values, attitudes and behaviours.</td>
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<tr>
<td>4. Identify and respond to your own learning needs and professional development.</td>
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These are keys to effective physiotherapy practice!
**Activities to facilitate your learning**

Here are some suggested activities to help guide your learning during this placement

**Personal Development Plan**

This is your plan of learning for this placement - see document on BB

You should develop this in discussion with your educator before the end of day 3 of the placement. If you have had the opportunity to visit your Foundation placement area during the observation placement use your knowledge and insight from this to help you plan your learning and write some objectives.

Remember you are there for 3 weeks so your objectives need to be realistic – we will discuss these in the placement preparation session in May.

Preparing for the placement and planning your learning is fundamental to successfully completing the placement as it contributes to the ‘professional values and behaviour’ assessment criteria.

**To learn from your activities ask yourself what, so what, now what**

**What?** is descriptive – what you have done – what you read, or what you did

**So what?** – is more analytical – what was relevant, how was it relevant and what does this mean for me

**Now what?** – now that I have this knowledge or skill what do I do with it?
Professional Values and Behaviour

**Appearance, values and behaviour meets site and regulatory body standards** – if you are to meet these standards then you need to know what they are!

Review any relevant learning from your academic modules, refer to the reading list on BB and find and read the relevant documents.

Apply the **what, so what, now what** process of reflection. Log your notes in your e-portfolio

**Practices safely, adhering to unit policies and routines** – what are the policies and routines that you need to adhere to? Where can you find them? Make a list. Apply the **what, so what, now what** process of reflection. Log your notes in your e-portfolio

**Recognises personal limitations, seeking advice and working within agreed scope of practice** – to do this you need to listen to and be able to communicate effectively with your educator and reflect honestly on your own personal knowledge, ability, behaviour and attitude.

**Demonstrates an understanding of the importance of and is able to obtain informed consent**

Review the legislation and guidance on informed consent and ensure that you follow the guidelines at all times.

**Able to discuss his/her own learning needs and engage in self-directed learning**

Be open and honest with your educator, when they ask you questions try to answer them even if you are not sure. This will help the educator to understand your learning needs. It is ok to get it wrong but not ok to not try!

Self-directed learning is about being proactive. Do not always wait to be told what to do, think for yourself, find information, ask questions.
Communication and Interpersonal Skills

*Communicates effectively with practice educator or supervising clinician(s) or member of the HCT* – this could relate to anything.

Talk to your educator! One of the frequent comments from educators is that you do not tell them what they are thinking and so they cannot judge what you know/understand and what you need help with. Let them in on what you know/think and they will help you to build from there. Another very useful skill to develop is to ask questions of your practice educators about the clinical decisions they make without questioning their professional judgement. You will experience clinicians adopting different approaches to assessment and treatment to achieve the same outcome.

Make sure your educator knows where you are and what you are doing.

*Is able to develop a rapport with clients demonstrating dignity, respect and sensitivity to clients’ needs*

Review relevant documents, guidelines, legislation. Apply the what, so what, now what process of reflection. Log your notes in your e-portfolio

Spend time with clients, listen to them – ask your educator to arrange for you to talk with a service user – arrange a suitable time that is convenient to the service user and does not interfere with their treatment. If you are in outpatients perhaps before or after their treatment session. Remember to obtain appropriate consent.

Ask them about their expectations of the health care team, what makes a good physio, how their condition affects their daily life. Apply the what, so what, now what process of reflection. Log your notes in your e-portfolio – refer to the school guidelines and be vary careful re confidentiality when logging this.

Use the communication skills tool for 2-3 clients whilst on placement – you will find the tool and the guidelines for its use on BB. Apply the what, so what, now what process of reflection. Log your notes in your e-portfolio

*Demonstrates awareness of own non-verbal communication and body language*

Reflect on your interactions with different people – clients, carers, clinicians and other members of the healthcare team. Talk to them about your communication and ask for feedback. Apply the what, so what, now what process of reflection. Log your notes in your e-portfolio

*With guidance and working within the limits of confidentiality and information governance is able to gather, describe and record data and evidence from a range of sources*

You need to understand and be able to maintain health care documentation. Students often find this difficult and can feel overwhelmed by the volume and variety of systems and information. You have been introduced to the fundamental principles in the university but it is on placement when you can really start to get to grips with it. First of all remind yourself what the legal requirements and standards for documentation are.
Spend time reading notes and get used to the format and style of physio specific and wider health and social care documentation. Under the guidance of your educator start to draft and then write notes as appropriate.

One of the advantages of this placement is that you can take time to develop your skills without time pressure and with supervision and guidance of your educator. If you have a learning difficulty that affects your ability to read or write notes we strongly advise you to discuss this with your educator so they can ensure you have appropriate support. Consider the strategies you normally use and how these can be incorporated into the placement. Remember healthcare records are legal documents so standards cannot be compromised.
Implementation of Practice Skills

**Demonstrates relevant underpinning knowledge** - we have talked about this previously – don’t hide your knowledge; use and demonstrate it. Your educator will help you build on what you have already learned in your academic modules. If you have forgotten something, it is ok to say so, but then it is your responsibility to go away and refresh your knowledge as soon as possible.

**Prepares safe appropriate environment whilst demonstrating client-centred approach** - this will draw on your knowledge of a range of subjects including risk assessment, moving and handling, infection control, communication and clinical assessment.

**Demonstrates rudimentary practice skills of assessment and treatment within agreed guidelines.** During this placement you should have the opportunity to both observe and participate in assessment and treatment of clients. To begin with you may be doing parts of an assessment rather than the whole thing. If possible your educator will tell you the day before you assess patients so you can prepare. To prepare for assessment you need to

- be sure you have the underpinning knowledge – review as needed – what do you need to know?
- decide and be able to justify what you are going to do – this means what and WHY.
- Prepare the patient and environment appropriately - this means what and WHY.

**Demonstrates awareness of and responsiveness to client responses to interventions** – when you are observing or carrying out patient assessment or treatment watch the patient closely and note their response and reaction. This will include verbal and non-verbal responses. Apply the what, so what, now what process of reflection. Log your notes in your e-portfolio

**Is able to act with limited autonomy under direction or supervision within defined guidelines** – your educator will delegate some things to you as they see fit giving you clear guidelines to work within. Apply the what, so what, now what process of reflection. Log your notes in your e-portfolio

**With guidance works effectively within the professional and non-professional/agency team where appropriate.** Identify all the different members of the team and the role and function of the physiotherapist within this team. What ways have you been able to work within the wider team? Apply the what, so what, now what process of reflection. Log your notes in your e-portfolio
Clinical Reasoning

*Can provide a rationale for reasoning to support ideas - Can construct supported arguments and justify reasoning and conclusion in defined contexts*

Use your underpinning knowledge to justify your ideas and plans – practise explaining and justifying your reasoning and choice.

Consider priorities and justify your prioritisation – remember what is important to each individual patient – what matters TO the patient is as important as what is the matter WITH the patient.

Locate and read relevant national, local and clinical guidelines. The NICE website is a good place to start. Apply the what, so what, now what process of reflection. Log your notes in your e-portfolio.

Find at least one piece of current literature (article or paper NOT a text book) and discuss how it informs practice and the evidence base for use of an outcome measure, assessment or treatment.

Towards the end of each week mark yourself using the assessment criteria and give yourself feedback. You must be able to justify your feedback – use examples of your practice.

End of placement Reflection – taking it deeper!

- What have you learned about client-centered care – how does this compare with your thoughts and ideas before you came on this placement? What behaviour, attitudes and legislation guidelines underpins and influences this and most importantly how does this translate into practice? Apply the what, so what, now what process of reflection. Log your notes in your e-portfolio.

- Complete a SWOC analysis regarding your practice skills. What do you need to do to prepare for your placement in November?

- What have you learned about yourself? This is very important and forms the basis of you being able to develop professionally, personally and academically. It is sometimes the most challenging area to reflect on as it involves issues that aren’t tangible. Speak to your educator and your personal tutor for support.

- Write an action plan and discuss this with your personal tutor on return to university in September.