# Level 4 Observation Placement

# Student Workbook

Student Name:

Student Email:

Placement dates:

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Your Observational Placement, and Using the Workbook

The focus of the observation placement is on familiarising you with a new setting and has been added into the programme in response to student and educator feedback. It should provide you with an extremely valuable learning experience prior to your first assessed placement at the end of level 4.

Your observation placement will take place during the second term. It will normally be in an inpatient setting but you may be allocated to an outpatient or community setting. You will be allocated in pairs where possible and be supervised by a qualified physiotherapist (often at Band 5 level) with the support of the rest of the team including assistant staff.

In order to prepare you appropriately for the experiences that you may have on placement, you will be provided with relevant information during a recorded lecture, which will be made available in the week prior to the placement. You will also have an opportunity to ask any questions at a live seminar, scheduled for the Monday of the observational placement week. Following completion of the placement there will be a live session on the Friday to review and reflect on your learning using the completed activities in the workbook, to answer any outstanding questions about placement experiences and expectations, and to identify development needs for the future. Please note, attendance at and preparation for these sessions is essential and you may not be allowed to go out on placement if you do not attend these sessions.

This workbook has been designed to facilitate your learning during your observation placement by providing information and activities that will guide and support your learning appropriately. It includes practical and reflective activities that you need to complete during the placement that will be used in the review session at the end of the week.

You will be expected to have your workbook with you every day of the placement as well as a small notebook for making your own additional notes where necessary.

In order to get the most from your observation placement it is important that that you take the time to complete all the tasks/activities in the workbook as they will not only enhance your experience on the observation placement but will also prepare you for your assessed placements throughout the programme.

Please note, if you have not completed the relevant activities in the workbook, you may be asked to leave the review session at the end of the week and will therefore not benefit from the sharing of learning with your peers.

You are required to wear uniform at all times on placement and are not permitted to do any manual handling as you will not have completed your manual handling training. In response to previous student and educator feedback, providing manual handling training prior to this placement has been investigated, but is not feasible within the current timetable. It should also be recognised that this placement has been designed to be purely observational, therefore assisting with manual handling tasks may interrupt or distract from other important observations. You will not be expected to be involved in any resuscitation should this occur as you will not have received any Basic Life Support training.

If you have any problems or concerns whilst on placement, please contact the physiotherapy placement coordinators (physioplacements@uwe.ac.uk).

**Please write a list of 5 personal goals/objectives that you want to achieve during these observation days.**

|  |  |
| --- | --- |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |
| **5.** |  |

# Activities to Complete During Observation Days

# Health, Safety and Security

**What do staff do to ensure they adhere to the following policies?**

|  |
| --- |
| Infection Control |
| Manual Handling |
| Data Protection / Confidentiality |

|  |
| --- |
| Consent |
| Safeguarding |
| Equality and Diversity |

# 2. Professionalism

[The Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (2016)](https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-conduct-performance-and-ethics.pdf) and the [HCPC Standards of Proficiency (2013)](https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---physiotherapists.pdf) can be found at the following links. All health care professionals (including students) must adhere to these standards so please ensure you are familiar with their contents.

**List at least five professional behaviours that you observe over the 3 days:**

|  |  |
| --- | --- |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |
| **5.** |  |

# Communication

Try to complete at least 1 peer observation form whilst observing staff carrying out either assessments or treatments (preferably different staff if you do more than one but not essential).

We have included an example first to guide you:

Scenario: Day 1 post-op knee replacement.

|  |  |
| --- | --- |
| **Communication** | **Comment / Evidence** |
| **Verbal:** |
| How do staff introduce themselves? | Name, title, their role |
| When is the well-being of the patient established? | At the start of the session (info gained from handover, notes and patient)  |
| How is rapport built with the patient? | Ice breaker, questioning, conversation, attitude (empathy, understanding) |
| How do staff alter the use of their voice? | Tone, speed, volume, to motivate, to calm etc |
| Is physiotherapy terminology used? | Medical language avoided or explained |
| How is active listening apparent?  | Reacting to patient information, responding to patient |
| What teaching methods do staff use with patients?  | Verbal, diagrammatic, use of aids – pictures, models, demonstration, written |
| **Non-Verbal:** |
| Is eye contact made? | Yes, no, or varied throughout the session |
| What facial expressions are used? | Varied |
| How do staff position themselves? | On a level with patient, supporting where necessary so can be heard |
| **Practical Skills** | **Comments / Evidence** |
| How is patient safety maintained? (in accordance with manual handling policy) | Relevant information gained, appropriate equipment used, equipment positioned correctly, use of brakes, adequate and safe environment, appropriate clothing and hygiene (infection control), resources (time and staff). |
| How do staff position themselves to ensure safe and effective manual handling?  | Distance from patient, staff posture and lower limb positioning. |

Observational Form for you to complete

Scenario 1:

|  |  |
| --- | --- |
| **Communication** | **Comment / Evidence** |
| **Verbal:** |
| How do staff introduce themselves? |  |
| When is the well-being of the patient established? |  |
| How is rapport built with the patient? |  |
| How do staff alter the use of their voice? |  |
| Is physiotherapy terminology used? |  |
| How is active listening apparent?  |  |
| What teaching methods do staff use with patients?  |  |
| **Non-Verbal:** |
| Is eye contact made? |  |
| What facial expressions are used? |  |
| How do staff position themselves? |  |
| **Practical Skills** | **Comments / Evidence** |
| How is patient safety maintained? (in accordance with manual handling policy) |  |
| How do staff position themselves to ensure safe and effective manual handling?  |  |

Observational form for you to complete (optional)

Scenario 2:

|  |  |
| --- | --- |
| **Communication** | **Comment / Evidence** |
| **Verbal:** |
| How do staff introduce themselves? |  |
| When is the well-being of the patient established? |  |
| How is rapport built with the patient? |  |
| How do staff alter the use of their voice? |  |
| Is physiotherapy terminology used? |  |
| How is active listening apparent?  |  |
| What teaching methods do staff use with patients?  |  |
| **Non-Verbal:** |
| Is eye contact made? |  |
| What facial expressions are used? |  |
| How do staff position themselves? |  |
| **Practical Skills** | **Comments / Evidence** |
| How is patient safety maintained? (in accordance with manual handling policy) |  |
| How do staff position themselves to ensure safe and effective manual handling?  |  |

**Make a list of effective (verbal or non-verbal) communication skills that you may have observed.**

|  |  |
| --- | --- |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |
| **5.** |  |
| **6.** |  |
| **7.** |  |
| **8.** |  |
| **9.** |  |
| **10.** |  |

# 4. Physiotherapy Written Documentation

|  |
| --- |
| **List the minimum legal standards for any patient notes?** |
| **What format was used for physiotherapy notes in this setting, ie SOAP or other?** |
| **Within what time frame should notes be written?** |
| **State which guidance documents include the above information?** |
| **Please prepare a handwritten (by you), anonymised copy (not a photocopy) of a set of physiotherapy treatment notes from the observation days and have it with you in Friday’s review session for discussion. Use blank pages on the following pages.** |

Blank space provided to write an anonymised set of physiotherapy treatment notes. If you need additional space, please use the blank pages towards the back of the workbook.

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# Abbreviations

**Make a list of commonly used abbreviations and their meanings here. If you need additional space, please use the blank pages towards the back of the workbook.**

|  |  |
| --- | --- |
| **Abbreviation** | **Meaning** |
| PWB | Partial weight bearing |

# 5. Ward Environment Familiarisation Checklist

**Familiarise yourself with the following and tick each box to indicate when you have done this. Make any relevant notes as you go along (you may need to modify this for non-ward environments).**

|  |  |
| --- | --- |
|  | Ward layout and facilities: bed space, sluice, nurse station and clinical store |
|  |
|  | Patients: how to find a patient, their medical and nursing notes, x-rays and other relevant information |
|  |
|  | Charts: observation charts (including temperature, blood pressure, pulse, respiratory rate etc) |
|  |
|  | Medications: where do you find out what medications a patient is prescribed?  |
|  |
|  | Fluids: How do you identify patients who are on a restricted fluid intake?  |
|  |
|  | Hospital bed: use of brakes, height and support adjustments. |
|  |
|  | Tables and chairs: how to move and best positioning for their use. |
|  |
|  | Attachments: drip stands, catheters, oxygen delivery etc. |
|  |
|  | Manual handling: what is available, where it is stored, guidelines for use on ward  |

# 6. Team Working and Role of Health Care Professionals

**List all the different professionals involved in the care of the patient:**

**How do physiotherapy staff know which patients they need to see?**

**What services/other professions do physiotherapy staff refer patients to and how are they contacted?**

**Where possible and appropriate:**

* **Observe a ward handover or board-round with the nursing staff +/- other staff and write a summary of its purpose and what is involved/what is discussed (use spare sheets at back of workbook).**
* **Observe a Multi-Professional/Disciplinary meeting and write a summary of its purpose and what is involved (use spare sheets at back of workbook).**

# 7. Reflective Practice

**Write a reflective diary for each day using the headings below.**

**Day 1**

|  |
| --- |
| **What I did / observed:** eg patient assessment or treatment, teaching session, meeting, clinic, surgery etc |
| **What I learnt:** eg how to reassure a patient, appropriate words to use for clear explanations, knowledge of roles of other staff etc |
| **What actions I will take forward from this for future practice / placements (list at least 3 future action points):** eg to be on the same level as the patient for communication, ensure using lay terms rather than jargon, stand close enough to a patient to ensure safety when mobilising etc |

**Day 2**

|  |
| --- |
| **What I did / observed:** eg patient assessment or treatment, teaching session, meeting, clinic, surgery etc |
| **What I learnt:** eg how to reassure a patient, appropriate words to use for clear explanations, knowledge of roles of other staff etc |
| **What actions I will take forward from this for future practice / placements (list at least 3 future action points):** eg to be on the same level as the patient for communication, ensure using lay terms rather than jargon, stand close enough to a patient to ensure safety when mobilising etc |

**Day 3**

|  |
| --- |
| **What I did / observed:** eg patient assessment or treatment, teaching session, meeting, clinic, surgery etc |
| **What I learnt:** eg how to reassure a patient, appropriate words to use for clear explanations, knowledge of roles of other staff etc |
| **What actions I will take forward from this for future practice / placements (list at least 3 future action points):** eg to be on the same level as the patient for communication, ensure using lay terms rather than jargon, stand close enough to a patient to ensure safety when mobilising etc |

# 8. Questions to Discuss on Return to UWE

**Please write down any questions that you might want to discuss or ask during the review session at UWE on Friday.**

# Questions to Discuss on Return to UWE cont.

**Please write down any questions that you might want to discuss or ask during the review session at UWE on Friday.**

The following pages are blank for any additional notes that you wish to make.

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# Feedback

**This feedback is to be completed by your supervisor, uploaded to your Pebblepad portfolio for the Professional Practice 1 module, and shared with your Academic Personal Tutor (APT) at a 1:1 tutorial meeting.**

**Supervising staff: could you please provide general feedback for your student on the following areas:**

|  |
| --- |
| **Professionalism** (attitude, punctuality, appearance, respect of others): |
| **Communication** (verbal & non-verbal, with supervisor/other staff where applicable): |
| **Learning Behaviour** (use of workbook, active listening/observation, asking appropriate questions): |

**Record of Attendance (for completion by supervisor):**

Confirmation of hours attended …………………… hours (no minimum as not assessed hours)

Supervisor signature:

Date: