

2021/22

Practice Education Reflection Toolkit



**School of
Allied Health**

New and existing clinical reasoning and reflective practice tools were identified and/or developed by members of the BSc Physiotherapy Practice Education Team from the University of Limerick. These were collated into the Practice Education Resource Toolkit by members of the BSc Practice Education Team Caoimhe Harrington, Mary Flahive and Deirdre English.

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Background

The development of clinical reasoning, reflective practice and evidence based practice skills are essential for effective and safe physiotherapy practice. Reflection improves critical thinking, reducing the gaps between theory and practice, facilitates resolution of clinical practice problems (Duffy 2007), facilitates deeper learning (Mann et al 2009) and assists students to identify their learning needs (Schon 1983). Written reflection, has been shown to improved reflection, clinical reasoning (Tromellen 2017) and performance in physiotherapy students (Brooks et al 2016).

The BSc Practice Education team strive to support students in their ongoing development of these skills. Students, particularly on earlier placements, may have difficulty with reasoning and can show compartmentalised thinking (Furze et al 2015). This toolkit contains self-directed learning templates, created to provide students with structure to their self-directed reading with the overarching aim of supporting placement learning. Engagement in reflective practice tasks improves clinical reasoning and clinical performance.

Practice Educators

Practice Educators help facilitate student learning on placement. They also have a clinical caseload and often, direct student facilitation can prove to be time intensive. Notwithstanding service delivery demands, Practice Educators are interested in helping to make learning explicit for the student.

The designation of non-patient contact time in the student diary for completion of these reflective tools, allows for flexibility. We hope that this will impact positively on the overall placement experience.

How can I effectively facilitate use of the pack during practice placement?

Where you identify an experience that you feel the student would benefit from reflecting on, guide the student towards completing the associated reflective template

Schedule non-patient contact time routinely into the student diary

- At the start of placement, outline to students your expectation that some templates would be completed on a self-directed basis during placement.
- Encourage students to use Practice Tutors or Regional Placement Facilitators to offer feedback.

Do the templates contribute to student grading?

Each of the templates within the toolkit, link with learning outcomes from the Clinical Placement Assessment Form (CAF). As such, information contained within completed templates may be used, in conjunction with observed practice performance, to inform student grading.

When do the students complete the templates?

These templates may be completed as part of student self-directed learning during or outside of their core working hours.

Note: The student is encouraged to review any action plans that may have been identified and documented on the templates so as to see if they have modified their practice as outlined in the action plan. It is recommended this takes place 1 week after setting the plan. Practice Educators may use their review of a completed template to gauge if a student has implemented the action plan or not.

Where can I find the templates?

All templates are available in Word format. Templates may be accessed at: <https://www.sulis.ul.ie>. All students and Practice Educators have a password to access these documents. Should you require a password, please contact the BSc Physiotherapy Practice Education Team at the University of Limerick. Templates are also available on the module specific SULIS site for the placement.

Resource Toolkit Templates

Applied Research Appraisal Template

This template prompts the student to describe and evaluate an article/book/ or respective reference so as to inform the student of the quality of same and to consider the relevance of the source to practice.

Learning from Critically Appraising an Article Template

This template prompts the student to evaluate the learning achieved following the appraisal of an article. The student is prompted to summarise key learning from the article, consider application of learning from article in practice, and consider impact of application of learning.

Learning from Doing Template

This template prompts students to analyse experiences encountered during practice placement. It structures reflective thinking to devise action plans.

SWOT Analysis Template

This template adopts a structure to facilitate students to decipher their strengths, weaknesses, opportunities and threats.

Documentation Audit Template

This template will facilitate students to structure reflection on the quality of their documentation.

Inpatient and Outpatient Clinical reasoning forms

These templates prompt the student to reflect on the process of assessment, hypothesis generation, goal setting and evidence based management.

Applied Research Appraisal Template

The Applied Research Appraisal template {**Error! Reference source not found.**} prompts the student to describe and evaluate an article/book/ or respective reference so as to inform the student of the quality of same. It helps to orientate students to relevant physiotherapy consideration points in order to devise an action plan on how they can modify their practice after completing the template. Following this, the student is prompted to consider the relevance of the source to practice.

The section "relevance to practice" highlights to the practice educator if a student's practice has been influenced by the exercise and also indicate depth of learning.

Suitable for all students, particularly those who:

- Have difficulty synopsising and/or relaying verbal evidence of their self-directed learning.
- Have difficulty applying information gathered from appraising an article, into practice.
- Need prompts to ensure practice is evidence based

Learning outcomes linked with the Clinical Placement Assessment Form include:

1. Assessment
 - a. Demonstrate appropriate background knowledge
 - b. Retrieve relevant information from available sources
 - c. Plan a treatment program
 - d. Interpret and evaluate assessment findings
2. Treatment
 - a. Justify the treatment program using evidence based practice
 - b. Patient education
 - c. Re-evaluation & modification of treatments
3. Professionalism
 - a. Demonstrate adequate & ongoing preparation for placement
 - b. Identify their own learning needs
 - c. Demonstrate initiative and willingness to learn
 - d. Taking responsibility for own patients
4. Communication
 - a. Communicates effectively with physiotherapy colleagues
 - b. Demonstrate appropriate presentation skills

Time required to complete template: 1 hour

Learning from Critically Appraising an Article

The Learning from Critically Appraising an Article Template { **Appendix 2** } prompts the student to evaluate the learning achieved following the appraisal of an article.

This template helps to orientate students to relevant physiotherapy consideration points in order to devise an action plan on how they can modify their practice after completing appraisal and/or self-directed reading. The aim of the template is to structure such learning.

The sections “Plan for application of learning into practice” and “impact on practice” helps the practice educator to review retrospectively if a student’s practice has changed or not.

Suitable for all students, particularly those who:

- Have difficulty synopsising and/or relaying verbal evidence of their self-directed learning.
- Have difficulty applying information gathered from appraising an article, into practice.
- Need prompts to ensure practice is evidence based

Learning outcomes linked with the Clinical Placement Assessment Form may include:

1. Assessment
 - a. Demonstrate appropriate background knowledge
 - b. Retrieve relevant information from available sources
 - c. Plan a treatment programme
 - d. Interpret and evaluate assessment findings
2. Treatment learning
 - a. Justify the treatment program using evidence based practice
 - b. Patient education
 - c. Re-evaluation & modification of treatments
3. Professionalism
 - a. Demonstrate adequate & ongoing preparation for placement
 - b. Identify their own learning needs
 - c. Demonstrate initiative and willingness to learn
 - d. Taking responsibility for own patients
4. Communication
 - a. Communicates effectively with physiotherapy colleagues
 - b. Demonstrate appropriate presentation skills

Time required to complete template: 1 hour

Learning from Doing

The Learning from Doing Template {**Appendix 3**} is a tool, designed to encourage students to analyse experiences encountered during practice placement i.e. Students should ideally engage in reflective practice following receipt of informal feedback about their practice, following an incident in clinical practice that served as a significant learning opportunity and/or a patient case or scenario that requires change in practice. Completion of the above template structures reflective thinking to devise action plans. The sections "What would you do differently" and "What is your action plan" should encourage a student to review the behaviours linked with the CAF learning outcomes to inform how they would approach the situation in the future.

Suitable for all students, particularly those who:

- Have been involved in a critical incident, in order to understand their insight into the events
- a)** Wish to structure their reflection after receipt of informal feedback during observation.
- b)** Have difficulty synopsising or communicating their reflections.

Learning outcomes linked with the Clinical Placement Assessment Form may include:

Professionalism

- a) Identify own learning needs
- b) Demonstrates initiative and willingness to learn
- c) Demonstrates awareness of their own limitations
- d) Demonstrates appropriate professional behaviours and attitudes
- e) * Learning outcomes in other sections depending on experience reflected upon.

Time required to complete template: 1 hour

SWOT Analysis

This template {**Appendix 4**} adopts the SWOT analysis structure to facilitate students in deciphering their strengths, weaknesses, opportunities and threats. Students are required to identify independently the learning outcomes from the CAF that relate to the content that they identify in their SWOT. Emphasis should be placed on identifying the CAF learning outcomes for content contained in the weaknesses and opportunities section as the relevant CAF learning outcomes have corresponding behaviours that should guide development of practice. This is a useful template to complete prior to starting a placement ahead of initial meeting with the practice educator, it can be repeated ahead of/after mid-way assessment and repeated again at the end of placement to inform subsequent placement learning. This template acts as evidence of students taking responsibility for identifying their strengths and weaknesses and identifying subsequent action plans to address these.

Suitable for all students, particularly those who:

- Lack insight into their strengths and weaknesses
- Have difficulty setting their own learning outcomes

Learning outcomes linked with the Clinical Placement Assessment Form may include:

Professionalism

- a. Identify their own learning needs
- b. Demonstrates initiative and willingness to learn

Time required to complete template: 30 mins

Documentation Audit Template

The Documentation Audit Template (Appendix 5) facilitates students to structure their reflection on their documentation, thus assisting the student to identify the quality of their notes. The Documentation Audit Template was designed based on Documentation Standards outlined in the ERWCPT *Quality assurance Standards of Physiotherapy Practice and Delivery 2018*. Core Standard 13 pertains to *Documentation*. Completion of the template will orientate students to areas of improvement and will prompt students to develop a plan to address same in future documentation.

Suitable for all students, particularly those:

- Whose documentation does not align sufficiently with ERWCPT standards
- Who lack insight into the strengths and weakness of their documentation
- Who have difficulty creating plans to address deficits in their documentation

Learning outcomes linked to the Clinical Placement Learning Form may include:

- Document a comprehensive and appropriate database
- Accurately record the assessment findings, showing evidence of clinical reasoning
- Demonstrates evidence of clinical reasoning in the documentation
- Record clear, concise, legible notes that have appropriate use of abbreviations
- Adhere to legal requirements and local guidelines regarding documentation/signature

Time required to complete template: 1 hour

Inpatient and Outpatient Clinical Reasoning Forms

These templates (Appendix 6 and 7) prompt the student to reflect on the process of assessment, hypothesis generation, goal setting and evidence based management.

Suitable for all students, particularly those who:

- Using subjective assessment to guide objective assessment
- Linking subjective and objective findings to differential diagnosis
- Treatment planning, including review and modification as appropriate
- Evidence based case management
- Assisting with discharge management

Learning outcomes: a completed clinical reasoning form could demonstrate achievement of learning outcomes such as

1. Assessment
 - a. Demonstrate appropriate background knowledge
 - b. Retrieve relevant information from available sources
 - c. Subjective & Objective examinations
 - d. Interpret and evaluate assessment findings
 - e. Plan a treatment program
 - f. Set realistic goals
2. Treatment
 - a. Justify the treatment program using evidence based practice
 - b. Patient education
 - c. Modify the treatment
 - d. Demonstrate a holistic approach to patient treatment and management
 - e. Patient safety during treatments/management
3. Professionalism
 - a. Demonstrate adequate preparation for placement
 - b. Identify their own learning needs
 - c. Demonstrate initiative and willingness to learn

Time required to complete template: 60 -90 mins

Appendices

Appendix 1: Applied Research Appraisal Template

You can use this form to record any critical appraisal that you have undertaken.

Title of article/ book / reference – try to record full reference:
Aim:
Method(s):
Results:
Conclusion:
Quality of Paper appraised:
Relevance to practice:

I can use this evidence for: CORU CPD/ CAF Learning Outcomes/appraisal/other* (*Delete/indicate as appropriate)

Appendix 2

Learning from critically appraising an article
Title of article/ book / reference – try to record full reference:
Summary of key points relevant to practice: In addition to summarising key points relevant to your practice, you should also consider JAMA recommendations for this section i.e. were the patients in the study similar to my patients? Were all important patient outcomes considered? Are the likely treatment benefits worth the harm(s) and cost(s)?
Plan for application of learning into practice:
At a later date, complete the below sections: Impact of application of learning to own practice and evidence to support this:
Further reading required:

Appendix 3

Learn From Doing - Reflective practice:

Describe briefly a recent significant experience in your professional life:	
What went well...	...and what could have been better, if anything?
What would you do differently, if anything, if faced with a similar situation again?	How did you feel during the experience?
Describe what you learnt from this experience (you may relate this to learning outcome(s))	
What is your action plan from this incident, if anything?	
When will you review this piece of reflective practice?	

Appendix 4

SWOT Analysis Form (Strengths, Weaknesses, Opportunities and Threats)

Strengths What can I do really well?	Weaknesses What am I less good at?
Opportunities What opportunities exist or might become available to help me to achieve my goals?	Threats What may act to inhibit my progress? Who or what might get in the way?
I can use this evidence for: UL CAF Learning Outcomes / CORU CPD/ appraisal / other* (*Delete/indicate as appropriate)	

Date:

Appendix 5

Documentation Audit Tool

	Objective Measure	Chart 1			Chart 2		
		Yes	No	n/a	Yes	No	n/a
1	Note started at time of initial assessment						
2	Blue Physiotherapy Sticker						
3	Appropriate proforma e.g. Msk, Neuro, Resp etc						
4	Chronological						
5	Contemporaneous						
6	Comprehensive but Concise						
7	Factual						
8	Clear and understandable						
9	Language that is appropriate, respectful and non judgemental						
10	HSE approved abbreviations						
11	Date and time (24hr)						
12	No blank spaces						
13	Clearly signed, date, contact details						
14	Black permanent ink						
15	Errors crossed with a single line and initialled						
16	Each side has page number						
17	Patients name/MRN or DOB on each page						
18	Notes counter signed						
19	Demographic Information recorded						
20	Informed Consent recorded						
21	Evidence of complete Subjective Assessment						
22	Evidence of complete Objective Assessment						
23	Outline of patient expectations						
24	Clinical Impression						
25	Problem List						
26	Short term goals, Timed						
27	Long term goals, Timed						
28	Treatment Plan						
29	Outcome Measure Recorded						
30	SOAP format						
31	Other Local requirement						
	Total Score _____ / 31						

What is your action plan arising from this?

Appendix 6

Inpatient Clinical Reasoning Form

Background Information
Presenting Condition:
History of Presenting Condition:
Past Medical History:
Social History:
Medications:
Investigations results:
Team Plan/ Referral instruction:
Do you have any safety concerns based on information from the medical chart or staff?
Is there any further information that you need before approaching the patient?

Knowledge

What is the possible underlying patho-physiological cause leading to this diagnosis?

What leads you to think this?

Assessment

Subjective findings:

Outcome measure:

Upon reflection, is there further subjective information that you require and from whom?

Objective Findings:

Observations:

Assessment findings:

Outcome measure:

What further objective information do you need to obtain and when?

Problem List			
What activity does the patient have trouble with?	Impairment	Participation	What intervention(s) will be appropriate?
i.e. walking	i.e. breathlessness due to impaired muscle function & underlying COPD	Difficulty walking to mass	POE, Pacing Ed, resistance and CV exercise

Goals	Short Term	Long Term	Date Achieved
Patients			
Therapists			

Discharge Planning

What criteria do they have to/ did they meet to warrant discharge?

Do you need to involve anyone else in their care? If so who and for what?

Management

Treatments	Outcomes	Possible Modifications required to correct/progress/regress

Patient Education

What strategies did you use? E.g verbal, tactile, visual.

Did you provide any educational aids? If so what?

Did you review the patients understanding of what you taught them? How?

Are you happy with their level of knowledge? If not what will you do to rectify same?

EBP/ Knowledge

How did you choose your treatments?

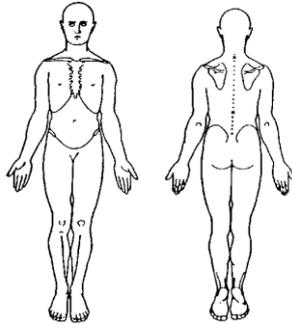
What evidence/guidance is there to support your treatment choices?

Reflection

What have you learned from this case?

What will you do differently in future as a result of what you have learned from this case?

Appendix 7 Outpatient Clinical Reasoning Form



1. Location of symptoms

1.1 Please locate on the body chart, where the patient reported symptoms

1.2 For the main symptom region, identify the dominant underlying pain mechanism. Eg. Peripheral Nociceptive, peripheral neuropathic, Centrally mediated. Explain your choice.

What are the patient's main problems / difficulties as they see them?

What is the severity of the condition and how will this impact on your assessment / treatment?

What is the irritability of the condition and how will this impact your assessment / treatment?

List any identified red or yellow flags and outline how these would impact on further assessment and management?

2. Analysis of the Objective Examination

2.1 What physical impairments correlate with the functional limitations/disability?

2.2(a) What medical or radiological investigations have been carried out? Do the findings correlate with the symptoms and physical examination findings? Explain

(b) Are further investigations indicated at this stage? Explain

3. Establishing a differential diagnosis

Diagnostic hypothesis	Physical findings to support hypotheses	Physical findings that negate hypotheses
1.		
2.		
3.		

3.2 What is the clinical impression of the patient's presentation?

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4. Problem identification and Treatment

4.1 Please complete attached problem table at this stage

--

4.2 Outline the roles of therapist and patient in the management of the patients presentation

Role of therapist	Role of patient

4.3 Outline briefly the physiotherapists treatment plan for the initial treatment sessions

Treatment 1	Treatment 2

5. Outcome / Prognosis

5.1. Based on your holistic assessment, management and response of the patient to treatment to date, outline prognostic factors relating to outcome in the table below.

Favourable	Unfavourable

6. Is there literature available to support the management approach for this patient?

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Problem table

Date	Problem list (please specify I/A/P)	Potential causes (the 'why')	Treatment Plan	STG /LTG (Identify at least 2 STG & 1 LTG using SMART format)

Patient initials: _____ Physiotherapist: _____

I = impairment A = Activity P = Participation

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