

AHPC-1304-SAR-01

**FORM SF3
SUPERVISOR ASSESSMENT REPORT FOR REGISTERED
PHYSIOTHERAPISTS**

Name of Supervisee:	Registration No:
Institution and Department:	
Type of Registration:	<input type="checkbox"/> Conditional <input type="checkbox"/> Temporary (Training/Teaching/Research/Service)*
Supervision Level:	<input type="checkbox"/> Level One (L1) supervision (4 hours/ week) <input type="checkbox"/> Level One (L1) supervision (4 hours/ fortnight) <input type="checkbox"/> Level Two (L2) supervision (4 hours/ month) <input type="checkbox"/> Level Three (L3) supervision (4 hours/ 2 months)
Stage of Assessment:	End of 1st / 5th / 11th / 23rd month (delete as appropriate) Others (please specify): _____ Period of Supervision: _____ (DD/MM/YY) to _____ (DD/MM/YY)

**Delete as appropriate.*

INSTRUCTIONS:

1. The completed report must be sent to the Secretariat staff in PDF format via email.
2. **Sections 1 through 16** of this report must be completed by the supervisor(s) identified in the initial application. If the report is completed by the secondary supervisor, the primary supervisor will be required to countersign.

3. The supervisor's duty is to provide an accurate and objective assessment of the supervised physiotherapist based on performance criteria listed in this assessment form. The supervisor will rate the performance of the supervisee according to the grade of **Developing, Competent and Exceeding**. An explanatory note has been provided for each grade. The reasons for the selection made should be stated in the space provided (including the reasons if **Not Observed** is indicated). If there is insufficient space, please attach details in a separate sheet of paper. It is the supervisor's responsibility to ensure that the final rating for Overall Clinical Competence and Recommendation cohere with the ratings for each section.
4. **Section 17** of this report must be acknowledged by the Head of Department or the relevant authority.
5. It is mandatory to highlight areas of concerns in the SF3 form.
6. A "competent" or "exceeding" rating would mean that your supervisee's performance in that area is satisfactory while a "**developing**" rating is considered not meeting the performance requirements and deemed as **unsatisfactory**.

End of Supervised Practice Period Reporting

7. This Supervisor Assessment Report must be submitted together with Form SF4 (End of Supervised Practice Evaluation Report) for
 - i. Registered therapists who have completed their full supervised practice period, or
 - ii. Therapists who are leaving their organisation during their supervised practice period.
8. For further clarification, please email the Council's secretariat at AHPC@spb.gov.sg.

1. PHYSIOTHERAPY KNOWLEDGE

Physiotherapy knowledge refers to the ability to demonstrate theoretical knowledge in various disciplines of physiotherapy, e.g. cardiopulmonary, musculoskeletal and neurological science, which is necessary for effective practice.

Developing	Competent	Exceeding	Not Observed
<p>Demonstrates obvious gaps in knowledge of physiotherapy science.</p> <p>Shows minimal interest or effort in bridging gaps in knowledge identified in a timely manner.</p>	<p>Demonstrates adequate knowledge of physiotherapy science.</p> <p>Demonstrates effort to update and apply knowledge with current research evidence where appropriate.</p>	<p>Demonstrates good knowledge of physiotherapy science.</p> <p>Constantly updates knowledge and applies current research evidence to practice.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

2. HISTORY TAKING

History taking involves the ability to review medical case notes, take history from patients (or carers if it were not possible to obtain history from patients) and interpret relevant investigative results.

Developing	Competent	Exceeding	Not Observed
<p>Shows difficulty or deficiency in carrying out any of the following:</p> <ul style="list-style-type: none"> Reviewing patients' case notes and clinical history. Interviewing patients or their carers about the current complaints. Interpreting correctly the findings of investigations. <p>The outcome is <i>missing substantial</i> amount of clinical information in the assessment of the patients.</p>	<p>Performs the following consistently in a timely manner:</p> <ul style="list-style-type: none"> Reviewing patients' case notes and <i>relevant</i> clinical history. Interviewing patients or their carers about the current complaints. Identifying <i>relevant</i> investigations Interpreting these investigation findings correctly. <p>The outcome is <i>sufficient</i> information to guide physical examination and assessment of the patients.</p>	<p>Performs the following consistently, effectively and efficiently:</p> <ul style="list-style-type: none"> Thorough review of patients' case notes and <i>relevant</i> clinical history. Interviewing patients or their carers about the current complaints. Identifying <i>relevant</i> investigations Interpreting these investigation findings correctly. <p>The outcome is <i>comprehensive</i> information to contribute to physical examination and assessment of the patients.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

3. PHYSICAL EXAMINATION/ASSESSMENT OF PATIENT

This involves the ability to select and conduct a relevant physical examination of patient, to interpret findings and to make an accurate diagnosis/assessment of the patient.

Developing	Competent	Exceeding	Not Observed
<p>Shows difficulty or deficiency in carrying out any part of the physical examination and assessment, as described below:</p> <ul style="list-style-type: none"> • Selecting appropriate physical examination • Performing these procedures accurately. • Interpreting the findings of examination and history taking correctly. <p>The outcomes are:</p> <ul style="list-style-type: none"> • Poor performance of physical examination. • Inability to make accurate diagnosis or assessment of patients' problems. • Missed important precautions or contraindications. 	<p>Performs physical examination and assessment of the patients effectively:</p> <ul style="list-style-type: none"> • Selecting appropriate physical examination • Performing these procedures accurately. • Interpreting the findings of examination and history taking correctly. <p>The outcomes are:</p> <ul style="list-style-type: none"> • Acceptable level of physical examination (appropriate at the entry-level novice). • Ability to arrive at an accurate diagnosis or assessment of patients' problems. • Ability to identify all relevant precautions and contraindications. 	<p>Performs physical examination and assessment of the patients effectively and efficiently:</p> <ul style="list-style-type: none"> • Selecting appropriate physical examination • Performing these procedures accurately. • Interpreting the findings of examination and history taking correctly. <p>The outcomes are:</p> <ul style="list-style-type: none"> • Higher than entry-level quality of physical examination (beyond novice). • Ability to make accurate diagnosis or assessment of patients' problems. • Ability to identify all relevant precautions and contraindications. 	

Developing	Competent	Exceeding	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

4. DEVELOPMENT OF THERAPY PLAN/THERAPY PLANNING

Therapy planning examines the ability to analyse, make decisions and plan an appropriate therapy program (including selecting appropriate therapy interventions) based on assessment findings and research evidence.

Developing	Competent	Exceeding	Not Observed
<p>Shows difficulty or deficiency in:</p> <ul style="list-style-type: none"> Analyzing patients' problems, precautions and contraindications. Identifying patients' therapy needs and goals. Developing short- and long-term goals of therapy interventions. Selecting appropriate therapy interventions based on these goals. <p>The outcome is a lack of appropriate therapy goals and intervention plan.</p>	<p>Demonstrates logical clinical reasoning approach to the following:</p> <ul style="list-style-type: none"> Analyzing patients' problems, precautions and contraindications. Identifying patients' goals. Developing short- and long-term therapy goals. Selecting appropriate therapy interventions based on these goals. <p>The outcome is appropriate therapy goals and intervention plan based on assessment findings. Many of the interventions selected by the physiotherapists are supported by research evidence.</p>	<p>Demonstrates logical and evidence-based approach to the following:</p> <ul style="list-style-type: none"> Analyzing patients' problems, precautions and contraindications. Identifying patients' goals. Developing short- and long-term therapy goals. Selecting appropriate therapy interventions based on these goals. <p>The outcome is appropriate therapy goals and intervention plan consistently based on both assessment findings and research evidence.</p>	
Developing	Competent	Exceeding	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

5. HANDLING SKILLS/IMPLEMENTATION OF THERAPY

Therapy implementation examines the ability to implement therapy in an effective and safe manner.

Developing	Competent	Exceeding	Not Observed
<p>Shows poor or unsafe handling skills and implementation of therapy interventions.</p> <p>The outcome is frequent close supervision.</p>	<p>Demonstrates effective and safe handling skills and therapy intervention.</p> <p>The outcome is occasional consultation with the supervisor or senior physiotherapist.</p>	<p>Demonstrates effective and safe handling skills and therapy intervention.</p> <p>The outcome is effective interventions that are often an example to other junior colleagues or students.</p>	
Developing	Competent	Exceeding	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

6. USE AND PRESCRIPTION OF AID/EQUIPMENT/ELECTROTHERAPY

This skill examines the rationale for prescribing aid/equipment/electrotherapy and the safety aspects associated with the use of these aid/equipment/electrotherapy.

Developing	Competent	Exceeding	Not Observed
<p>Fails to prescribe and implement the appropriate aid/equipment/ electrotherapy for patients.</p> <p>Demonstrates obvious safety lapses when implementing aid/equipment/electrotherapy.</p> <p>The outcome is frequent close supervision.</p>	<p>Prescribes and implements appropriate aid/equipment/electrotherapy for patients.</p> <p>Adopts safety measures consistently when implementing aid/equipment/electrotherapy.</p> <p>The outcome is occasional consultation with the supervisor or senior physiotherapist.</p>	<p>Prescribes and implements appropriate aid/equipment/electrotherapy for patients.</p> <p>Adopts safety measures consistently when implementing aid/equipment/electrotherapy.</p> <p>The outcome is effective interventions that are often an example to other junior colleagues or students.</p>	
Developing	Competent	Exceeding	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

7. EVALUATING EFFECTS OF TREATMENT

This skill examines the ability to monitor and measure effects of therapy.

Developing	Competent	Exceeding	Not Observed
<p>Shows difficulty or deficiency in selecting, monitoring and measuring appropriate variables to indicate effects and responses to therapy.</p> <p>The outcome is a lack of evaluation of therapy effectiveness and safety. Close supervision is needed.</p>	<p>Selects, monitors and measures appropriate variables to indicate effects and responses to therapy.</p> <p>Modifies goals and intervention accordingly based on evaluation.</p> <p>The outcome is appropriate selection and measurement of effects and response to therapy. Occasional consultation with supervisor may be necessary.</p>	<p>Selects, monitors and measures appropriate variables to indicate effects and responses to therapy.</p> <p>Modifies goals and intervention accordingly based on evaluation.</p> <p>The outcome is effective evaluation of response to therapy. The physiotherapist is a role model to novice colleagues and students.</p>	
Developing	Competent	Exceeding	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

8. ETHICAL BEHAVIOUR

Ethical behaviour includes practice in the best interest of the patient, respect for patient privacy and confidentiality, and professional integrity.

Developing	Competent
<p>Does not take into account patients' welfare, safety and interest in providing clinical services.</p> <p>Does not show respect for patients' privacy and confidentiality.</p> <p>Does not obtain informed consent from patients.</p> <p>Makes false/misleading claims, or is not truthful in delivering services or information to patients.</p>	<p>Takes into account patients' welfare, safety and interest in providing clinical services all of the time.</p> <p>Shows respect for patients' privacy and confidentiality all of the time.</p> <p>Obtains informed consent from patients or acts in the best interest of the patients.</p> <p>Is truthful and factual about services/therapy administered /information provided to patients all of the time.</p>
Developing	Competent
<input type="checkbox"/>	<input type="checkbox"/>
State reason(s) for the selection:	

9. PROFESSIONAL BEHAVIOUR

Professional behaviour refers to general behavior expected of a healthcare professional, and includes practice within one's limits of competence, making appropriate referrals, and accurate record keeping.

Developing	Competent
<p>Is unaware of or disregards boundaries and standards expected of the local professional community</p> <p>Has poor/limited awareness of own level of professional knowledge and skill.</p> <p>Does not refer to other healthcare professionals or senior professionals even where needed.</p> <p>Does not seek assistance from fellow professionals or seniors where needed.</p> <p>Does not maintain accurate or complete patients' record.</p> <p>Is unable to manage pressure or work stress.</p>	<p>Practices within the boundaries and standards expected of the local professional community.</p> <p>Is aware of the limits of own level of professional knowledge and skill.</p> <p>Makes appropriate referrals to other healthcare professionals or senior professionals where needed.</p> <p>Seeks assistance from fellow professionals or seniors where appropriate.</p> <p>Keeps accurate and complete patients' records.</p> <p>Is able to manage pressure or work stress.</p>
Developing	Competent
<input type="checkbox"/>	<input type="checkbox"/>
State reason(s) for the selection:	

10. PROFESSIONAL DEVELOPMENT

Professional development examines the ability to develop him / herself as a clinician and to be involved in continuing education and learning from colleagues.

Developing	Competent	Exceeding	Not Observed
<p>Is unable to identify personal strengths and weaknesses most of the time.</p> <p>Is unable to analyse clinical performance critically and problem-solve during therapy sessions most of the time.</p> <p>Is reluctant to engage in continuing education and learning with/from colleagues.</p>	<p>Identifies personal strengths and weaknesses accurately most of the time.</p> <p>Analyses clinical performance accurately and improves on performance most of the time.</p> <p>Problem-solves effectively during therapy sessions all the time.</p> <p>Engages in continuing education and learning with/from colleagues most of the time.</p>	<p>Identifies personal strengths and weaknesses accurately and seeks to improve oneself at all times.</p> <p>Analyses clinical performance accurately and proactively seeks to improve performance at all times.</p> <p>Engages in continuing education and learning with/from colleagues.</p> <p>Initiates case discussions / journal clubs within organisation.</p>	
Developing	Competent	Exceeding	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State observations/reason(s) for the selection:

11. PROFESSIONAL RELATIONSHIPS

Professional relationships examine the interpersonal skills and the ability to develop effective professional relationships within the team and with other professionals, students, support staff, and volunteers.

Developing	Competent	Exceeding	Not Observed
<p>Does not adhere to professional boundaries most of the time.</p> <p>Is unable to build and maintain a good working relationship within the team and with other professionals.</p> <p>Is unable to apply negotiation skills to achieve mutually satisfactory outcomes most of the time.</p> <p>Identifies role as a physiotherapist inconsistently and/or inappropriately.</p> <p>Is unable to build and maintain good working relationships with team members most of the time.</p>	<p>Adheres to professional boundaries most of the time.</p> <p>Builds and maintains a good working relationship within the team and with other professionals.</p> <p>Applies negotiation skills to achieve mutually satisfactory outcome during discussions at times.</p> <p>Identifies role as a physiotherapist consistently and appropriately most of the time.</p> <p>Builds and maintains good working relationships with team members most of the time.</p>	<p>Adheres to professional boundaries at all times.</p> <p>Builds and maintains a good working relationship within the team and with other professionals. Initiates opportunities to further develop these relationships.</p> <p>Applies negotiation skills to achieve mutually satisfactory outcome during discussions most of the time.</p> <p>Identifies role as a physiotherapist consistently and appropriately all of the time.</p> <p>Advises peers, junior therapists and other healthcare team members in own professional area of expertise.</p> <p>Shows empathy or encouragement to team members.</p> <p>Builds and maintains good working relationships with team members at all times.</p>	
Developing	Competent	Exceeding	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State observations/reason(s) for the selection:

12. COMMUNICATION SKILLS

Communication skills examine the ability to communicate effectively with patients/clients, carers, and other professional/non-professional staff encountered at work.

Developing	Competent	Exceeding	Not Observed
<p>Demonstrates difficulty in communicating clearly assessment findings, therapy goals, therapy approaches and prognosis with patients, colleagues (ie.other physiotherapists) and other healthcare givers.</p> <p>Demonstrates ineffective liaison with assistants, clerical staff or administrative staff etc.</p> <p>Demonstrates poor rapport with patients and other healthcare givers.</p> <p>Has difficulty using effective counselling skills when needed.</p> <p>Is not sufficiently proficient in English for effective communications (written and verbal) with patients, and/or other healthcare professionals</p>	<p>Communicates effectively and clearly assessment findings, therapy goals, therapy approaches and prognosis with patients, colleagues (ie.other physiotherapists) and other healthcare givers in most instances.</p> <p>Demonstrates effective liaison with assistants, clerical staff or administrative staff.</p> <p>Achieves good rapport with patients and other healthcare givers in most instances.</p> <p>Uses basic counselling skills where appropriate.</p> <p>Is proficient in English for effective communications (written and verbal) with patients, and/or other healthcare professionals</p>	<p>Communicates effectively and clearly assessment findings, therapy goals, therapy approaches and prognosis with patients, colleagues (ie.other physiotherapists) and other healthcare givers in all instances.</p> <p>Demonstrates effective liaison with assistants, clerical staff or administrative staff.</p> <p>Achieves good rapport with patients and other healthcare givers at all times. Actively builds relationships and deals effectively with people.</p> <p>Uses effective counselling skills as appropriate.</p> <p>Is proficient in English for effective communications (written and verbal) with patients, and/or other healthcare professionals</p>	
Developing	Competent	Exceeding	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

13. CULTURAL COMPETENCE

Cultural competence examines the ability to adapt one's practice to the local culture and health and social care system.

Developing	Competent	Exceeding	Not Observed
<p>Is insensitive to cultural background of patients and / or unable to make necessary adjustments.</p> <p>Has difficulty working with people from a range of different cultural backgrounds.</p> <p>Difficulty working with people from a range of different cultural backgrounds.</p> <p>Does not make sufficient effort to understand local health care, social care and educational systems, and their implications on one's professional practice.</p>	<p>Is sensitive to cultural background of patients, and adjusts oneself accordingly most of the time.</p> <p>Is able to work with people from a range of different cultural backgrounds.</p> <p>Able to work with people from a range of different cultural backgrounds.</p> <p>Makes the effort to understand local health care, social care and educational systems, and their implications on one's professional practice.</p>	<p>Is sensitive to cultural background of patients, and adjusts oneself accordingly at all times.</p> <p>Works effectively with people from a range of different cultural backgrounds at all times.</p> <p>Works effectively with people from a range of different cultural backgrounds.</p> <p>Understands local health care, social care and educational systems, and their implications on one's professional practice. Is able to respond effectively to patients' queries on matters relating to these.</p>	
Developing	Competent	Exceeding	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

14. OVERALL CLINICAL COMPETENCE OVER THIS PERIOD

Developing	Competent	Exceeding
<p>Is unable to meet requirements for safe and autonomous practice as a physiotherapist at entry-level.</p>	<p>Demonstrates performance that is acceptable for meeting requirements for safe and autonomous practice as a physiotherapist at entry-level.</p>	<p>Demonstrates performance that clearly exceeds requirements for safe and autonomous practice as a physiotherapist at entry-level.</p>
Developing	Competent	Exceeding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

15. RECOMMENDATION

To progress to L1 (4 hours/ fortnight)

To progress to L2 (4 hours/ month)

To progress to L3 (4 hours/ 2 month)

To progress to Full Registration

To extend supervision at current level

- Extension: _____ month

Others (please specify):

Please provide reason(s):

16. FOLLOW-UP ACTIONS TO IMPROVE PERFORMANCE

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SIGNATURE OF SECONDARY SUPERVISOR (If applicable)

NAME AND DESIGNATION	SIGNATURE	DATE

SIGNATURE OF PRIMARY SUPERVISOR

NAME AND DESIGNATION	SIGNATURE	DATE

SIGNATURE OF SUPERVISEE

NAME AND DESIGNATION	SIGNATURE	DATE

17. ACKNOWLEDGEMENT BY HEAD OF DEPARTMENT OR RELEVANT AUTHORITY

NAME AND DESIGNATION	SIGNATURE	DATE

<< END >>