



Development of a Key Qualification Based Evaluation Form for the Practical Education in Clinical Settings

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PURPOSE: The main objective of undergraduate physiotherapy education is to promote competence in professional performance ("Handlungskompetenz"). Competence in professional performance includes professional knowledge, social competence and self competence (Roth 1971). In order to evaluate the students' skills in the context of clinical practice, the development of an understandable and comparable evaluation form was necessary. **RELEVANCE:** This evaluation form is used as a tool helping to provide individual support for students thus ensuring a high quality standard of physiotherapy education. Furthermore, defects of current education programmes are shown in detail. Existing evaluation forms could not guarantee a high standard of education. **DESCRIPTION:** A team of teachers and clinical supervisors analysed sixteen existing evaluation forms for the practical education of clinical settings. The results of a thorough literature study was used to create the draft of a new evaluation form. This form comprises the domains professional knowledge, social competence and self competence. The domain professional knowledge was subdivided using clinical reasoning. The domains social competence and self competence were subdivided with key qualifications (Mertens 1974) and the International Classification of Function (ICF, WHO 2001). An evaluation form was drafted by the team after careful revision. Experts have been consulted during the whole process. **OBSERVATIONS:** Agreement among the members could be achieved in the subject of professional knowledge, however agreement in social competence and self competence has been found more difficult. One of the major difficulties was the wide range of key qualifications and their correlation to the two domains. **CONCLUSIONS:** The team discussion showed that segregating study into these three domains of competences proved to be most beneficial. A further study is needed to show the validity, reliability and practicability of the evaluation form. Teachers and clinical supervisors ought to be trained in evaluating the breakdown of professional performances. In terms of quality assurance, a standardised evaluation form for the practical education in clinical settings would be required.

