



THE UNIVERSITY OF  
**NOTRE DAME**  
A U S T R A L I A

# Y2 PCE 2013

**Documentation Work Book**  
**Electronic submission**

Student name:

# Documentation Tips

## Hands-on

- Read the marking rubric!
- **Situation** – ‘set the scene’  
i.e. background to issue
- **Task** – describe your role in  
this issue
- **Action** – describe what you  
did
- **Result** – describe what  
occurred because of what  
you did

## Aquatic

- Read the marking rubric!
- Revise your ICF definitions
- Describe the interventions  
(exercises) in sufficient  
detail for a handover to a  
new physio (include  
equipment used and  
exercise prescription)

Documentation due Friday 26<sup>th</sup> April 2013

# Y2 PCE Hands-on Experience: 15 hrs

**SUPERVISING PRACTITIONER(S)**

FACILITY ADDRESS

PHONE NUMBER

E MAIL

SERVICE DESCRIPTION

# Reflective Journal Entries 1 & 3

**Describe your thoughts and expectations prior to commencing this experience:**

**Refer to your initial entry and reflect on your thoughts and expectations in relation to your experience:**

# Reflective Journal Entry 2

Reflect on an issue of patient assessment (Ax) or intervention (Rx)

S

T

# Reflective Journal Entry 2

Reflect on an issue of patient assessment (Ax) or intervention (Rx)



A

# Reflective Journal Entry 2

Reflect on an issue of patient assessment (Ax) or intervention (Rx)



R

# Marking Rubric

Hands-on Component		
Criteria	Pass	Fail
Fieldwork experience sheet for hands-on	Fieldwork experience sheet submitted and signed by the supervising physiotherapist	Fieldwork experience sheet incomplete or missing
Initial entry	Clear evidence of expectations of this experience	No entry
S: Clear record of situation	Clear description of specific situation without breaching confidentiality.	Confidentiality breached or situation not clearly described or documented.
T: Task clearly documented	Reader is able to clearly understand the task required of the student and is aware of the expected outcome.	Reader is confused about the task required of the student and what the expected outcomes are likely to be.
A: Action clearly documented	Reader is able to clearly understand the action undertaken by the student.	Reader is unsure about the action undertaken by the student.
R: Result clearly documented	Reader is able to see clearly the outcome of the action.	Reader is not able to see clearly the outcome of the action.
Final entry	Entry refers to the initial entry and addresses each point.	No entry or initial expectations not addressed.
Grammar and clear sentence structure	Correct grammar, spelling and sentence structure	Poor and incorrect grammar, spelling and sentence structure



# Y2 PCE Aquatic Experience: 10 hrs

**SUPERVISING PRACTITIONER(S)**

FACILITY ADDRESS

PHONE NUMBER

E MAIL

SERVICE DESCRIPTION

# Aquatic Client 1

- *Subjective*
- Age:
- Sex:
- Medical Hx:
  
- Social Hx:

# Aquatic Client 1

Activity Limitations:	Contributing Impairments:	Client Goals:

# Aquatic Client 1

Interventions:	Outcome of interventions:

# Aquatic Client 2

- *Subjective*
- Age:
- Sex:
- Medical Hx:
  
- Social Hx:

# Aquatic Client 2

Activity Limitations:	Contributing Impairments:	Client Goals:

# Aquatic Client 2

Interventions:	Outcome of interventions:

# Marking Rubric

## Aquatic Component

Criteria	Pass	Fail
Fieldwork experience sheet for aquatic	Fieldwork experience sheet submitted and signed by the supervising physiotherapist	Fieldwork experience sheet incomplete or missing
Identifies client's subjective information	Clearly identifies client's subjective information. Maintains client confidentiality	Poor or no identification of client's subjective information Client confidentiality breached.
Identifies client's Ax findings using ICF terminology	Clearly identifies client's AL's, impairments and goals	Poor or no identification of client's AL's, impairments and goals
Describes the interventions provided in relation to Ax findings.	Describes the interventions provided and links to the client's impairments and AL's.	Description of the interventions provided either missing or not linked to the client's impairments and AL's.
Links intervention outcomes to client goals	Relates the outcome of the intervention to the client's goals.	Report of intervention outcomes missing or not linked to client's goals.
Grammar and sentence structure (writing conventions)	Evidence of attempt to follow correct writing conventions. Correct sentence structure, grammar and/or word choice make the entries easy to read and comprehend.	Poor and incorrect grammar, spelling and sentence structure. Entries are difficult to read and understand without major corrections.