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Assessment of Physiotherapy Practice-Chinese to evaluate student performance during clinical placement

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ABSTRACT

This project describes the process of forward and backward translation of the Assessment of Physiotherapy Practice (APP) into Chinese, and its deployment by Chinese physiotherapy students during their clinical placement.

The title of the project is: 'Assessment of Physiotherapy Practice (Chinese)' to evaluate student performance during clinical placements

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- 1 Two physiotherapy academic staff from the involved university who received their education in China and English-speaking countries translated the English APP into Mandarin Chinese with Simplified Chinese characters (Chinese version 1).

- 2 This version was then reviewed by a third bilingual physiotherapy educator (AJ), with teaching experience in both China and Australia, as well as research experience in education.
- 3 Any discrepancies or minor modifications to the wordings and terminology proposed by educator AJ were discussed by the 3 educators and an agreed Chinese version-2 was developed.
- 4 An experienced physiotherapy academic fluent in both English and Chinese languages and with publishing experience in both languages was invited to translate the Chinese version-2 back into English. This educator was blinded to the English version of the APP and Chinese version 1 prior to her participation in this project. The outcome of this exercise was an English Version 3.
- 5 Version 3 was then sent to the original author of APP for comparison with the original English version.
- 6 A skype meeting was then held between AJ and the original author of APP, to discuss the significance of any wording differences between the two English versions.
- 7 A final meeting was then held with all 5 educators for ratification of any modifications deemed necessary.
- 8 The final version (APP-Chinese) (Appendix II) was produced to be trialed by students and clinical educators in the involved university.
- 9 Preparation of the clinical educators (CEs)
 - 9.1 CEs from the involved university were invited to attend a workshop to introduce the APP-Chinese and were provided with information on scoring rules associated with the APP-Chinese assessment form and examples of behavioral performance indicators extracted and translated from the APP-ANZ manual.
 - 9.2 Video vignettes of varying levels of student performance covering inadequate, adequate and excellent standards were used to facilitate calibration of assessor expectations and achieve consensus moderation.
- 10 Preparation of the students - 4th year physiotherapy students at the involved university were introduced to the APP-Chinese and the associated performance/ behaviour indicators were explained.
- 11 A mid-unit feedback was organised for each student during the 4th week of each placement.
- 12 An end-unit feedback was organised at the end of 8th week of each placement.

- 13 After three rounds of clinical placements, students and CEs were asked to complete the respective feedback questionnaires on the use of the APP-Chinese. These questionnaires were translated from the English APP-ANZ feedback questionnaire used during the development and evaluation of the APP-ANZ.
- 14 To explore views on the use of the APP-Chinese that might not be reflected by the standard APP questionnaire, a semi-structured focus group discussion session was separately organised for students and CEs after completion of the feedback questionnaires.
 - 14.1 The group meeting focused on the following: comment on the 20-items in APP-Chinese; comments on the ease of understanding the wordings used in the APP-Chinese; applicability of the suggested examples of performance indicators for the Chinese clinical education environment; and any further comment regarding this method of assessment of clinical placement performance (using the APP-Chinese).