

Internship/work placement guide

A handbook for students and practice supervisors

Bachelor degree programme Physiotherapy

Carinthia University of Applied Sciences



Table of contents

1	Goals of the professional internship	5
1.1	Acquisition of competences	5
1.2	Professional role	6
1.3	Reflective competence	6
2	Organisation and duration of work placements	6
2.1	Professional internship phases	6
2.2	Scope of the professional internships and position in the curriculum	7
2.3	Voluntary work placements and professional internships abroad	7
2.4	Liability position of students	7
3	Guidelines for student professional internships	8
3.1	Organisation of the work placement	8
3.1.1	Confirmation of professional internship and approval by the degree programme	9
3.2	Tasks and obligations of the Students in the within of the Professional internships	10
3.2.1	Practical reflection in the „Seminar on the Professional Internship“	10
3.2.2	Written feedback from the student on the professional internship	10
3.2.3	Documentation requirements	10
3.2.4	Hygiene guidelines and institutional regulations	11
3.3	Absences from work experience	11
3.3.1	Sick leave	11
3.3.2	Other Absences	11
3.3.3	Documentation of absences	12
3.4	Failure to attend the professional internship	12
3.5	Change of professional internship position	12
3.5.1	Change during the professional internship	12
3.5.2	Change before the start of the professional internship	12
3.6	Assessment of the work placement	12
3.7	Repeating a professional internship	12
3.8	Dress codes during a professional internship	12
3.9	General recommendations for the professional internship	12
3.10	Technical and organisational support of the study programme within the framework of the work placements	13
4	General requirements for the professional internship position	15
4.1	Support service	15
4.2	Activities of the internship supervisors within the framework of professional internship supervision	15
4.2.1	Organisation	15
4.2.2	Acquisition of competences	16
4.2.3	Professional internship assessment	16
4.2.4	Negative assessment of the internship	16
5	Education overview	17
6	Appendix	22
7	Legal provisions on the professional internship	23
7.1	Competences	23
7.1.1	Professional-methodical competences of the physiotherapist (Annex 1)	23
7.1.2	Social-communicative competences and personal competences (Annex 8)	24
7.2	Minimum requirements for training	24
7.3	Design of the training	24
7.4	Minimum requirements for the professional internship guide	25
7.5	Minimum requirements at the practical Training of the physiotherapist (Annex 10)	28
	Assessment sheet for practical training	



Foreword

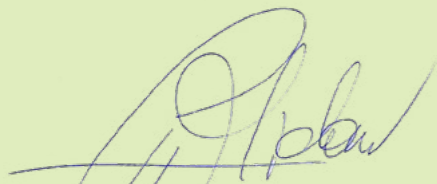
Dear students! Dear internship supervisors!

The professional internship is intended to support practice-based professional training at university level and represents an integrated and essential component of the degree programme. As the most intensive form of integration of students in the field of activity and in the operational process of the health care facilities, a high value is therefore placed on the professional internship.

This „Intership/work placement guide“ is intended to serve as an „instruction manual“ for students and internship supervisors in the various work situations and to be useful in dealing with professional, practical and organisational tasks at the internship sites.

If you have any further questions about work placements or need assistance, we will be happy to help you (by e-mail, in person or by appointment).

We wish you successful work placements!
Your programme director Dr Michael Suppanz, MSc & team



Klagenfurt, October 2021



1 Goals of the professional internship

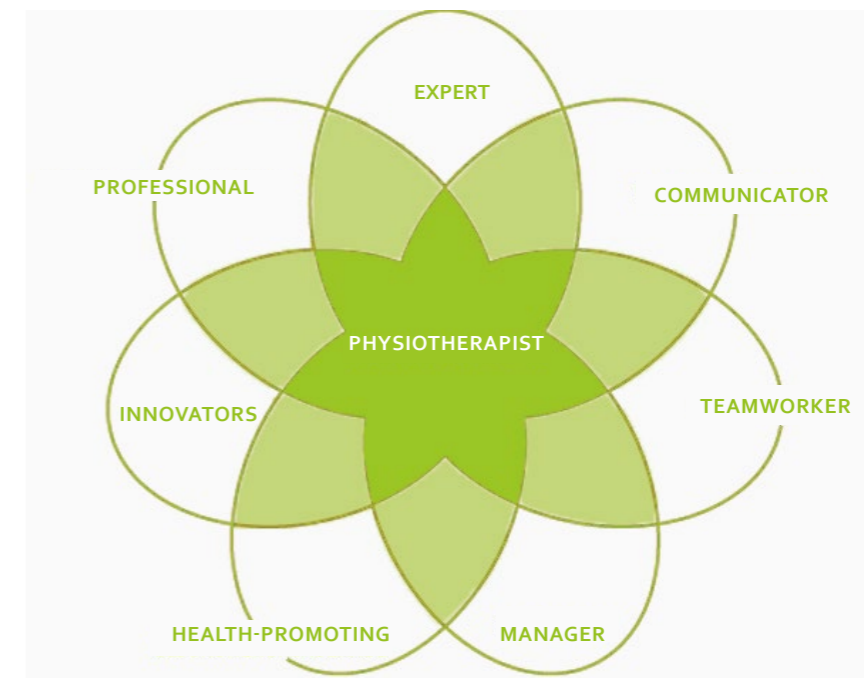
The aim of the professional internships is to ensure the acquisition of competence according to FH-MTD-AV Annexes 1, 8 and 10 for the independent execution of all physiotherapeutic measures according to §2 Para.1 MTD Act (see Annex).

1.1 Acquisition of competences

In order to promote the students' professional-methodical as well as social-communicative and personal competences in the various internships, the following measures should be taken for each internship - depending on the student's level of education and subject area

- Learning objectives are developed and formulated for an effective learning process
- the students increasingly gain independence and responsibility in the various work placements can attain.

1.2 Professional role



Within the physiotherapeutic competence profile, partial competences are defined depending on the professional role, which are to be developed and trained at Bachelor level (1st study cycle, level 6 of the EQF levels) within the framework of the study programme. According to Eckler et al. (2017) and Becker (2019), the physiotherapeutic professional roles are therefore those of:

- Expert,
- Communicator,
- Team worker,
- Manager,
- Health promoter,
- Innovator and
- Professional.

In the role of the expert, physiotherapists lead the profession-specific activities. In the healthcare system, they are responsible for assuming professional leadership in the occupational field and for making appropriate decisions and assessments. Physiotherapists are experts in function, movement and mobility of the human body, use the ICF classification for their assessment and follow the action structure of the physiotherapeutic process. (Eckler et al., 2017; Becker, 2019).

In their role as **communicators**, they facilitate trusting, professional relationships in their environment (e.g. with clients, patients, families, service providers or other interest groups) and pass on information in a targeted and appropriate manner. (Eckler et al., 2017; Becker, 2019).

In the role of **team workers**, physical therapists actively and effectively participate in interdisciplinary and interprofessional health and social care teams. Physiotherapists work collaboratively and effectively to promote their own therapeutic practice with the aim of providing optimal care for patients and clients. (Eckler et al., 2017; Becker, 2019).

In the role of **manager**, they assume professional responsibility, contribute to the effectiveness of organisations and develop their professional career (taking into account their own resources). Physiotherapists take responsibility for planning, organising, prioritising, implementing and evaluating the work process, taking into account available resources, with the aim of ensuring a safe, effective and sustainable service. (Eckler et al., 2017; Becker, 2019).

In the role of **health promoters**, physiotherapists use their knowledge, expertise, skills, abilities and influence to prevent illness and injury and to promote the health and quality of life of individuals and society as a whole. (Eckler et al., 2017; Becker, 2019).

In the role of **innovators**, physiotherapists **engage** in lifelong learning based on (self-)reflection in practice. They ensure personal development as well as the development, transfer and application of evidence-based knowledge in the context of intra-, multi-professional and interdisciplinary issues. In this way, treatment results are to be further improved and the quality of education of future physiotherapists is to be continuously promoted. (Eckler et al., 2017; Becker, 2019).

In their role as **professionals**, physiotherapists are committed to health and quality of life of individuals (including themselves) and society. They are committed to ethics, societal and professional value systems. As autonomous self-regulated professionals, physiotherapists strive to act in the best interests of individuals and society, to maintain high standards of conduct and to contribute to the development of the profession (Eckler et al., 2017; Becker, 2019).

1.3 Reflection competence

Students should regularly reflect and evaluate learning processes in order to increase personal and professional judgement. The reflective competence shall

- in the professional internships, as well as
- be carried out and promoted continuously in the courses „Seminar on Professional Internship 1-5“.

2 Organisation and duration of the work placements

The professional internships are to be completed in the 2nd, 3rd, 4th, 5th and 6th semesters during the lecture-free period (see curriculum). The total extent of the professional internships within the 6 semesters is 44.5 ECTS. The professional internship periods in the respective professional internships are to be completed by the respective student within the framework of a full-time working week. Absences during the professional internships must be made up.

2.1 Professional internship phases

- 2nd semester: from July of the summer semester for the duration of 4 weeks
- 3rd semester: at the end of the winter semester (January/February) for a period of 5 weeks
- 4th semester: from July of the summer semester for the duration of 6 weeks
- 5th semester: after the end of the Christmas holidays until the beginning of the summer semester for a period of 8 weeks.
- 6th semester: from mid-April to the end of June of the summer semester for a period of 10 weeks.

2.2 Scope of the professional internships and position in the curriculum

The professional internships of the Bachelor's degree programme „Physiotherapy“ at the Carinthian University of Applied Sciences take place continuously from the 2nd semester onwards, whereby the professional internship periods increase continuously as the degree programme progresses:

Professional Internship – Semester Overview					
semester	internship	weeks	ECTS IS	ECTS seminar IS	ECTS full
1.	----	----	----	----	----
2.	1	4	6	0.5	6
3.	2	5	6.5	0.5	7
4.	3	6	7.5	0.5	8
5.	4	8	11	0.5	11.5
6.	5	10	14	0.5	14.5
		33	44,5	2.5	47

2.3 Voluntary work placements and professional internships abroad

Voluntary work placements must be applied for in writing to the head of the degree programme or the work placement coordinator. Information on how to prepare an application can be found in the Moodle course on Professional Internship 1-5. In semesters 5 and 6, students have the opportunity to complete a professional internship abroad. Erasmus+ funding can be applied for professional internships in the EU area. Further information can be obtained from the International Office of the Carinthia University of Applied Sciences or the respective location coordinator (see Intranet).

2.4 Liability position of students

During their compulsory professional internships and any voluntary work placements which require approval, students are legally insured against accidents and liability through their membership in the Austrian Student Union (ÖH). These internships and work placements are anchored in the curriculum and within the framework of their studies.



3 Guidelines for student professional internships

3.1 Organisation of the work placement

The students undertake to organise suitable professional internships on their own responsibility. An appropriate lead time must be taken into account. Experience has shown that some institutions require up to one year's advance notice for professional internships.

A list of the professional internship positions available in Carinthia can be found on moodle. Within these positions or comparable positions in all provinces of Austria, students are free to choose, according to their educational level, which professional internship position they want to take up in the respective semester and also apply for it on their own responsibility. For this purpose, the form „Zusage - BP“ has to be used (see moodle).

The professional internships for the Gailtalklinik and for the Tobelbad Rehabilitation Clinic are provided by the Internship coordinator (see moodle). Thus, no application by the students is required.

Criteria for the selection of suitable professional internships

The professional internships are to take place predominantly in hospitals. In total, the following compulsory areas have to be completed and a total of 20 PT processes have to be documented. An overview of the subject areas to be completed is shown below.

Subject areas	Compulsory area	Elective Area	From Semester
Geriatrics	X		2.
Internal medicine	X		2.
Physical medicine	X		2.
Intensive care medicine		x	2.
Orthopedics	X		3.
Traumatology	X		3.
Neurology	X		3.(4.)
Surgery		x	4.
Pediatrics	X		4.
Occupational medicine		x	4.
Rehabilitation	X		4.
Gynecology & obstetrics		x	5.
Psychiatry & psychosomatics	X		5.
Oncology		x	5.
Health promotion		x	6.
Other multiprofessional areas such as PHCs, outpatient clinics,...			3.-6.

In the 5th or 6th semester, the completion of a professional internship with a freelance physiotherapist can be approved in individual cases and after prior consultation with the course director/internship coordinator. A placement duration of 4 weeks is recommended.

The following points should be considered when looking for a professional internship:

- the respective institution meets the minimum requirements for a professional internship
- the respective institution corresponds to the current state of education

- A division of the professional internships is possible, provided that a minimum duration of 4 weeks per professional internship is observed (from BP 4).
- Within an institution, the departments can be changed after 2 weeks at the earliest
- A professional internship in the department of neurology is possible from the 3rd semester and from the 4th semester onwards recommended (exception: paraplegia only from the 4th semester)
- A professional internship two or more times at the same professional internship location is not approved -exception: institutions/hospitals with different specialist departments (e.g. Klagenfurt Hospital as a specialist hospital)
- Diversity must be taken into account - within the framework of the professional internships, all subject areas from the compulsory areas must be covered according to the specifications:

The distribution of hours in the respective compulsory areas should be based on the following table:

Compulsory areas	Minimum hour recommendation
Traumatology	280 hours
Orthopedics	
Internal medicine	280 hours
Pulmonology	
Cardiology	
Psychiatrics	170 hours
Geriatrics	
Neurology	230 hours
Pediatrics	
Physical medicine	170 hours
Rehabilitation	
Compulsory areas in total	1130 hours
Elective areas in total	190 hours
Professional Internship in total:	1320 hours

3.1.1 Confirmation of professional internship and approval by the degree programme

After receiving a place for the respective professional internship, the „Confirmation - BP“ in the form of a .pdf document is to be uploaded to actions by the stated deadline at the latest.

The commitments must be applied for or uploaded to actions by the respective deadline.

2nd and 4th semester:	by 31.01. of the year
3rd and 5th semester:	by 15.06. of the previous year
6th semester:	until 15.10. of the previous year

If the submission deadline is not met, the respective professional internship will not be approved. After the deadline, the internship coordinator will check and approve the internship confirmation forms. An internship may only be started after approval by the degree programme.

3.2 Tasks and obligations of the Students in the within of the Professional internships

In general, students in the professional internship have the obligation

- to take advantage of the training opportunities offered
- to conscientiously carry out the assigned activities and follow the instructions of those authorised to issue directives and to comply with the respective institute regulations (e.g. hygiene regulations).

Within the framework of the professional internships, the tasks and activities of the students relate to the following:

- Practical reflection in the „Seminar on Professional Internship“
- Written feedback from the students on the professional internship
- Confidentiality obligation (pursuant to MTD-G, Federal Law Gazette No. 460/1992, § 11c, as amended).
- Documentation requirements
- Compliance with hygiene regulations

3.2.1 Practical reflection in the „Seminar on the Professional Internship“

In addition to the professional internships, the compulsory course „Seminar on the Professional Internship“ takes place from the module „Professional Internship Training“ as a practical reflection. Each student is assigned a personal „CUAS contact person“ from the circle of full-time teachers for a professional internship, who consults with the internship supervisor on the student's learning process during the respective professional internship and is responsible for the seminar after completion of the professional internship. The final grade of a „Seminar on Professional Internship“ results from the presentation and reflection of a PT process created in the professional internship as well as any written work included in the assessment. Negative performances in the „Seminar on internship“ must be repeated.

3.2.2 Written feedback from the student on the professional internship

The student in the respective internship is obliged to provide written feedback by e-mail.

The following written feedback is to be sent to the assigned CUAS contact person within the first 14 days of the work placement by e-mail:

- Notification of the contact details of the work placement supervisor
- Name of the physiotherapist
- Telephone number
- Time of accessibility
- Feedback to the relevant contact person at the university of applied sciences
- "Describe your learning gain so far in the work placement!"
- "Give a short feedback on the supervision in the professional internship!"
- "Name the most common diseases of the patients you treat."
- "Name the treatment techniques you use!"

Failure to provide feedback on the professional internship within the first 14 days has a negative impact on the assessment of the „Seminar on Professional Internship“ and automatically leads to a lower grade.

3.2.3 Documentation requirements

According to FH-MTD-AV §3 (3), students are required to document at least 20 physiotherapeutic processes in the compulsory areas within the framework of the compulsory professional internships and to submit them to the degree programme via Moodle.

Primarily, the findings templates of the degree programm Physiotherapy are to be used for the preparation of the PT processes (see Moodle). Exception: In the case of special findings, the templates of the respective professional internship centres can be used (e.g. Tobelbad, multimodal pain therapy).

In relation to the specialist areas, the number of physiotherapeutic processes is broken down as follows:

- 1) Traumatology, orthopaedics (5 processes in total, at least 1 process per area)
- 2) Internal medicine, cardiology, pulmonology (5 processes in total, at least 1 process per area)
- 3) Psychiatry, geriatrics (3 processes in total, at least 1 process per area)
- 4) Neurology, paediatrics and adolescent medicine (4 processes in total, at least 1 process per area)
- 5) Physical medicine and general rehabilitation (3 processes in total, at least 1 process per area)

With regard to the duration of the compulsory professional internships and the creation of the PT processes, the following table applies as a guideline:

Semester	Internship	Weeks	PT Processes per internship
2.	1	4	3
3.	2	5	3
4.	3	6	4
5.	4	8	5
6.	5	10	5

3.2.4 Hygiene guidelines and institutional regulations

The respective hygiene regulations at the individual hospitals/professional internship places are to be observed and complied with.

For personal hygiene, the following applies:

- **Hair:** Tie hair together or pin it up.
- **Fingernails:** Short, well-groomed, unpainted, no artificial fingernails. Cuticles should not be cut. Injuries to the hand/forearm should be dressed with appropriate protective bandages.
- **Jewellery:** Jewellery impedes hygienic hand disinfection, increases the risk of infection and injury, therefore hands and forearms should be kept free of jewellery (no rings, no watch).
- **Piercing:** The wearing of piercings depends on the respective in-house standards.

3.3 Absences from work experience

The total extent of the professional internships within the 6 semesters is 1320 hours according to the Curriculum 2021. Absences of up to 40 hours within the entire professional internships (BP 1-BP5) are tolerated. All absences in excess of this must be made up.

3.3.1 Sick leave

Notification of illness and health to the internship office must be made by the start of the internship at the latest. The administration of the Carinthia University of Applied Sciences must also be informed by e-mail on the same day. From the third day of sick leave, a medical confirmation of the sick leave must also be sent to the administration of the Carinthia University of Applied Sciences.

3.3.2 Other Absences

If students have to be absent from the professional internship for other valid reasons (medical appointments, funerals, special events in the family, etc.), the timely approval of the internship coordinator must be obtained and the professional internship office must be informed.

3.3.3 Documentation of absences

In principle, all absences must be documented and worked in if necessary (for absences of more than 40 hours within the entire professional internship). This can be done either in the course of the respective professional internship or afterwards - in exceptional cases also during the holidays or free periods after consultation with the internship coordinator. If there are any uncertainties in this regard or if the inclusion of absences is not possible for any reason, the student must contact the internship coordinator in good time.

3.4 Failure to attend the professional internship

If the work placement cannot be completed as planned, the applicant must immediately contact the internship coordinator.

3.5 Change of professional internship position

3.5.1 Change during the professional internship

If problems arise during the internship, the internship supervisor should be contacted first and foremost and a solution should be sought on site.

If this is not possible, students must contact their internship coordinators and inform them of this.

The **written consent of the internship coordinator** is required for a **drop-out or change** of the respective professional internship. If students break off the professional internship without the required written consent or independently carry out a change, this professional internship will be assessed with a „**Not sufficient**“.

3.5.2 Change before the start of the professional internship

A change of the professional internship position after approval has been granted and before the beginning of the professional internship is possible in justified exceptional cases, but requires the written consent of the internship coordinator in advance.

3.6 Assessment of the work placement

The student's performance is assessed by the internship supervisor using the „Assessment sheet for practical training“. As soon as an individual criterion is assessed negatively by the internship supervisor, the entire professional internship is deemed to have been assessed negatively and must be repeated. The final grade for the individual internships is calculated by the internship coordinator and is only given when the documentation has been completed.

3.7 Repeating a professional internship

A negatively assessed professional internship can be repeated once. For the repetition of a professional internship, the lecture-free period is to be used and this is to be coordinated individually with the internship coordinator.

3.8 Dress codes during a professional internship

Students are obliged to enquire about the regulations regarding dress codes at the respective internship institution before starting the internship. If no official dress is provided, students themselves are responsible for organising this according to the specifications of the respective professional internship office.

3.9 General recommendations for the professional internship

Punctuality: Students make an effort to be punctual and keep to the specified professional internship times.

Tidiness: This includes, among other things, preparing the workplace before and after work, clearing away therapy equipment etc.

Where possible, students are recommended to

- Participate in team **meetings, rehab meetings and ward rounds**
- Watch **operations or examination** procedures
- Participate in **treatments of other professional groups:** Participate in occupational therapy, speech therapy, etc.

Idle time in the professional internship:

This can be, for example, when the supervisor is in a meeting. The students should independently enquire whether other physiotherapists may accompany them. If necessary, contact can be made with the Ltd. physiotherapist. The students use this time, for example, to:

- Personal development and preparation for an examination
- Consolidation or repetition of treatment techniques
- Reflect on the treatment measures and techniques with their placement supervisor.

Psychological stress in professional internships:

The profession of a physiotherapist can be very stressful: In case of psycho-emotional stress during the internship, it is recommended to talk to the respective internship supervisor. Of course, the teachers of the university of applied sciences programme are available as contact persons.

3.10 Technical and organisational support of the study programme within the framework of the work placements

The programme is responsible for the professional and organisational support, supervision and monitoring of the practical training in the sense of the legal requirements according to FH-MTD-AV. For technical and organisational questions and feedback in connection with the work placements, the following persons are available. The following contact persons are available to students on the degree programme:

Internship Coordinator:

Manuela Riegler, MSc
E-mail: m.riegler@fh-kaernten.at
Phone: +43 (0)590500-3527

Course Director:

Dr Michael Suppanz, MSc
E-mail: m.suppanz@fh-kaernten.a
tPhone:+43 (0)590500-3525





Section for internship supervisors

4 General requirements for the professional internship position

The professional placement office is willing to provide the physiotherapy degree programme with information regarding structure, subject orientation, material and human resources.

At the beginning of the professional internship, the students shall be instructed by the authorised staff of the professional internship provider with regard to company-specific peculiarities of the institution and the activities to be carried out. For the duration of the professional internship, students are obliged to follow the instructions of the staff working there for reasons of operational safety and to achieve the training objective. With the acceptance of a professional internship, there is basically the agreement of the respective institution. The students are supervised and instructed by a physiotherapist or physiotherapists working there.

4.1 Support service

Guidance within the framework of practical training is provided in consultation and with continuous feedback with the respective lecturers of the FH Bachelors degree programme in Physiotherapy.

The instructing physiotherapists or competent persons supervise a maximum of 2 students at the same time (= statutory childcare ratio).

The professional internship office ensures the continuous and through guidance of the students in the professional internship and offers students the opportunity to

- carry out the physiotherapeutic process under guidance
- and thus to acquire the necessary knowledge, skills and abilities.

The professional internship position enables students

- to care for patients or clients from the chosen field(s),
- and provides the necessary time resources to be able to carry out direct and indirect activities on patients/clients (incl. documentation of practical training such as PT processes, assessment, attendance).

4.2 Activities of the internship supervisors within the framework of professional internship supervision

4.2.1 Organisation

- Introduction of the students to the team of the respective institution
- Passing on information to students about the respective institution: staffing levels, departments, disciplines, etc.
- Explanation of the professional internship process from the point of view of the internship supervisors (time structure, etc.) and what expectations and/or wishes are placed on the students.
- Information about the type of patients who are cared for at this institution and which basic treatment approaches and treatment measures are applied
- Information on work equipment to be used and where it can be obtained

4.2.2 Acquisition of competences

In the sense of acquiring competences in the professional internship, the students should

- be able to watch the physiotherapeutic intervention
- be able to treat themselves under supervision and give feedback to the trainee supervisor
- receive explanations or learning aids from the internship supervisor in order to fill in possible gaps in their knowledge
- be able to treat and advise independently without supervision, depending on their level of training
- be encouraged to reflect on their actions
- be able to establish interdisciplinary contacts with other professional groups of the respective institution

Important notice:

- Independent practice of the profession according to MTD Act §8c:

(2)"Students in training for a higher medical-technical service are only entitled to perform the corresponding technical-methodical competences of their job description on a dependent basis under the guidance and supervision of a professionally competent person."

Within the framework of the supervision process, the internship supervisor will endeavour to

- Answer questions from the students
- To plan time periods in which meetings (e.g. diagnosis, treatment) can be held
- Introduce and explain different testing and therapy materials to the students
- Guide and support students in the creation of the PT processes
- Assess students according to the criteria set by the degree programme
- Make connections to the role model in the work process and in reflection with the students (see chapter 2.2)

4.2.3 Professional internship assessment

The assessment of the students in the professional internship is carried out by the internship supervisor. The performance assessment is documented in the form „Assessment sheet for practical training“.

After about the first half of the work placement, the placement supervisor will hold an interim feedback meeting with the students to assess their performance and document it in the „Practical Training Assessment Form“. The interim feedback gives the students the opportunity to improve if necessary.

At the end of the work placement, the placement supervisor is prepared to

- assess the students' performance and reflect on it with the respective student.
- sign the necessary documents for the recognition of the professional internship.

4.2.4 Negative assessment of the internship

As soon as a criterion is assessed negatively, this excludes a positive completion of the internship. Should a negative assessment emerge by the end of the professional internship despite an interim feedback discussion (after the first half of the professional internship), the internship supervisor is asked to contact the internship coordinator or the head of the degree programme in good time in order to inform them about the situation.

5 Education overview

A total of 29 modules are offered in the Bachelor of Science degree program „Physiotherapy“ and these are presented briefly below. More detailed learning outcomes can be found on the CUAS's web site <https://www.fh-kaernten.at>:

Module 1: General medical and health science basics

- Learning Outcomes: General foundation module for all further modules to provide anatomical, physiological and health science fundamentals to the human body, organs, and physiological control circuits. Students will be able to understand and use medical terminology and have an understanding of the various professional roles based on the physical therapy competency profile.
- Content focus: Fundamentals of anatomy, physiology and medical terminology in joint courses with other degree programs in the department.

Module 2: Medical and health fundamentals in the physiotherapeutic context

- Learning Outcomes: Name, understand, and explain in-depth anatomical, physiological, and health science principles relevant to physical therapy. Apply common assessment tools to analyze and evaluate scientific studies.
- Content focus: In-depth physiotherapy relevant anatomical and physiological knowledge, fundamentals of research in health sciences (study designs, construction, analysis, evaluation).

Module 3: Fundamentals of physiotherapy treatment in individual and group therapy.

- Learning Outcomes: Acquisition of competencies in the area of basic therapeutic principles for individual and group therapy, especially in the areas of movement behavior and movement analysis, in the methodology of group therapy, in the areas of mobilization and professional handling, and in motor learning.
- Content focus: Movement observation, movement analysis, motor learning, basic mobilizations (positioning, transfers, gait training), exercise instruction in individual and group settings.

Module 4: Physical medicine treatment techniques.

- Learning Outcomes: Acquisition of competency in the field of physical medicine, specifically physical therapy, massage, and lymphatic physical therapy.
- Content focus: Fundamentals of physical therapy (electrotherapy, ultrasound therapy, shock wavetherapy, etc.), theory and practice of massage and lymphological physiotherapy.

Module 5: Health promotion and prevention

- Learning Outcomes: Acquisition of competencies in the field of health promotion and prevention, especially in the areas of body awareness and relaxation techniques, hospital hygiene, workplace health promotion and occupational medicine, and health promotion and prevention.
- Content focus: Health promotion and prevention, resilience, salutogenesis, strengthening of one's own resources and those of others, prevention and quality management through hygiene, basics of workplace health promotion and interventions in the workplace.

Module 6: Communication oriented on target group- 1

- Learning Outcomes: Acquisition of competencies in the area of target group oriented communication, especially in the areas of professional conversation and interaction, health science research and clinical reasoning.
- Content focus: General communication basics, special features of communication and conversation in the recording of diagnoses and reports, basics of scientific communication (literature research, preparation, formulation of questions and forms of communication appropriate to the target group).

Module 7: Diagnostics in the physiotherapeutic process 1

- Learning Outcomes: Basic competencies in pathophysiological mechanisms and relevant diagnostic skills, particularly in the areas of general pathology, clinical examination related to muscle function testing and joint measurement, postural and gait analysis, and in vivo anatomy.
- Content focus: Pathological basis, pathogenesis and clinical hallmarks, components of clinical examination and direct practical application (e.g., muscle function testing, joint measurement, posture and gait analysis, provocation testing).

Module 8: Applied Exercise Science 1

- Learning Outcomes: Acquire competency in the field of exercise science, particularly in the areas of biomechanics, exercise theory, and functional techniques (e.g., therapeutic exercise).
- Content focus: Basic movement science principles of biomechanics and training theory, direct practical implementation (instruction, feedback, correction) of selected physiotherapeutic techniques and exercises.

Module 9: PT Process Organ System 1 (Emphasis: Cardiology, Pulmonology, Geriatrics, Rheumatology and Critical Care)

- Learning Outcomes: Medical knowledge and skill acquisition in the areas of internal medicine and geriatrics. The main focus is on the application of the physiotherapeutic process including all sub-aspects in the listed sub-fields with emphasis on cardiology, vascular diseases, metabolic diseases/endocrinology, pulmonology, rheumatology, and intensive care medicine. In this context, medical emergencies must also be recognized and the impact of medical diagnoses and findings on physical therapy described.
- Content focus: Medical expertise (pathogenesis, clinical hallmarks, medical and physiotherapeutic treatment strategies) in the listed specialties and the direct implementation of the acquired knowledge in the subject-specific physiotherapeutic processes.

Module 10: Professional Practical Training 1

- Learning Outcomes: Acquisition of competence in patient care. Students are able to plan, carry out and document physiotherapeutic processes related to the compulsory and elective areas according to the FH-MTD-AV. They reflect on their own activities and present a complete physiotherapeutic process in a small group.
- Content Focus: First professional internship of 4 weeks in the previously trained specialties with accompanying or following seminar (focus: presentation, reflection and discussion of a physiotherapeutic process in small groups).

Module 11: PT Process Musculoskeletal System (Focus: Extremities)

- Learning Outcomes: Medical knowledge and skill acquisition in the areas of orthopedics and traumatology. Predominantly the application of the physiotherapeutic process including all sub-aspects in the listed sub-areas with a focus on the extremities. In this context, students describe and explain the fundamentals and mechanisms of action of manual joint techniques and perform their application on case studies.
- Content focus: Medical expertise (pathogenesis, clinical hallmarks, medical and physical therapy treatment strategies) in the areas of traumatology and orthopedics with an emphasis on the extremities. Direct implementation into specific physical therapy processes. Extension of treatment measures through the treatment approaches of manual therapy (focus: joint examinations, treatments, and mobilizations).

Module 12: PT Process Nervous System 1

- Learning Outcomes: Medical specialist knowledge and acquisition of competence in the field of neurology. Primarily, this module covers the application of the physiotherapy process including all partial aspects in the listed area with the focus of the clinical pictures, Mb. Parkinson and multiple sclerosis.
- Content focus: Medical expertise (pathogenesis, clinical indicators, medical and physiotherapy treatment strategies) in the field of neurology. Direct implementation of the acquired knowledge in the subject-specific physiotherapeutic process. (Focus of the clinical pictures: stroke, multiple sclerosis, Mb. Parkinson's).

Module 13: Applied Movement Sciences 2

- Learning Outcomes: In-depth skill acquisition in the field of exercise science, particularly in the areas of laboratory and performance diagnostics and the active treatment strategies that can be derived from these diagnostics for musculoskeletal and central nervous system disorders. Basic knowledge of integrating the use of myofascial treatment techniques into the subject matter.
- Content focus: In-depth knowledge of movement science in the topics of laboratory and performance diagnostics, transfer of results to training planning, expansion of the range of exercises in the context of proprioceptive training and strength training with direct application, integration and application of myofascial treatment techniques in active treatment approaches.

Module 14: Applied Research in Physical Therapy 1

- Learning Outcomes: Acquisition of competencies in the context of health science research, particularly in the areas of formulating research questions relevant to physical therapy based on specific case studies and conducting the linked process of scientific work under supervision in small groups.
- Content focus: Derivation and formulation of a research question based on a case study from practice, literature research, analysis, preparation and evaluation of results, discussion and recommendation for physiotherapeutic practice. Writing up of the results.

Module 15: Professional Practical Training 2

- Learning Outcomes: Acquisition of competence in patient care. Students are able to plan, perform and document physiotherapeutic processes related to the compulsory and elective areas according to the FH-MTD-AV. They reflect on their own actions and present a complete physiotherapeutic process in a small group.
- Content focus: Second professional internship of 5 weeks in previously trained subject areas with accompanying or subsequent Seminar (focus: presentation, reflection and discussion of a physiotherapeutic process in small groups).

Module 16: PT Process Musculoskeletal System (Focus: Spine)

- Learning Outcomes: Medical knowledge and skill acquisition in the areas of orthopedics and traumatology. Predominantly the application of the physiotherapeutic process including all sub-aspects in the listed subareas with a focus on the spine. In this context, students describe and explain the principles and mechanisms of action of neurodynamic techniques and reflex therapies and perform their application on case studies.
- Content focus: Medical expertise (pathogenesis, clinical hallmarks, medical and physical therapy treatment strategies) in the specialties of traumatology and orthopedics with an emphasis on the spine. Direct implementation of acquired knowledge into specialized physiotherapeutic processes. Extension of treatment measures through the treatment approaches of reflex therapies (focus: foot reflexology and connective tissue massage).

Module 17: PT Process Nervous System 2

- Learning Outcomes: Medical expertise and skill acquisition in the areas of neurology and pediatrics. The main focus is on the application of the physiotherapeutic process including all sub-aspects in the listed specialties with an emphasis on the treatment of motor symptoms in central and peripheral movement disorders. In this context, students distinguish between normal development and pathological physical and psychomotor development, taking into account the aspects of parental guidance and counseling, for example, playful therapy design and motivation.
- Content focus: Medical knowledge (pathogenesis, clinical characteristics, medical and physiotherapeutic treatment strategies) in the field of neurology and pediatrics. Direct implementation of the acquired knowledge in the subject-specific physiotherapeutic process. (Emphasis on clinical pictures: ALS, paraplegia, neonatology, developmental pediatrics, neuropediatrics, psychomotor development, psychosomatics and child abuse).

Module 18: Diagnostics in the physiotherapeutic process 2

- Learning Outcomes: Advanced knowledge in the areas of pathophysiological mechanisms and diagnostic and differential diagnostic skills, particularly in the areas of recognizing evidence of serious pathology, diagnostic imaging, and equipment-based movement analysis.
- Content focus: In-depth knowledge and practical application in the areas of differential diagnosis and screening for „red flags“ in clinical examinations. Physiotherapeutically relevant knowledge of imaging procedures (e.g.: X-ray, MRI, ultrasound diagnostics) and device-based movement analysis (e.g., running, jumping, mobility and muscle activity analysis).

Module 19: Target group-oriented communication 2 (Focus: Bachelor thesis 1).

- Learning Outcomes: Advanced competence acquisition in the field of target group-oriented communication, especially in the areas of writing the bachelor thesis 1 and communicating the resulting findings from it. The bachelor 1 results are focused and targeted for the specified audience. In addition, students will apply patient-centered communication techniques while simultaneously considering intercultural communication skills and diversity dimensions.
- Content focus: The writing of the bachelor thesis 1 which will be based on an already created physiotherapeutic process from the first two professional internships. Communication of the results in a way that is appropriate for the target group in question. Professional conversation with patients under the aspects of diversity dimensions and intercultural characteristics, reflection and exchange of experiences from the first internships is also a focus.

Module 20: Professional Practical Training 3

- Learning Outcomes: Acquisition of competence in patient care. Students are able to plan, carry out and document physiotherapeutic processes related to the compulsory and elective areas according to the FH-MTD-AV. They treat patients under supervision, reflect on their own actions and present a complete physiotherapeutic process in a small group.
- Content focus: The third professional internship of 6 weeks using the previously trained specialties with an accompanying or subsequent seminar (focus: presentation, reflection and discussion of a physiotherapeutic process in small groups).

Module 21: Pain management and sports physiotherapy

- Learning Outcomes: Medical expertise and skill acquisition in the areas of pain management and sports physical therapy, particularly in the topics of pain management, pain management, as well as sports physical therapy, body awareness and relaxation techniques.
- Content focus: Handling, treatment and self-management strategies for patients suffering from chronic pain with a focus on active treatment approaches, continuous exercise enhancement and cognitive-behavioral therapy approaches (e.g., Graded Activity and Graded Exposure). Students should integrate relaxation therapy approaches into the aforementioned specialties and apply them to the field of sports physical therapy. Expansion of physiotherapeutic competencies in the field of sports physiotherapy. Here, the focus is on the topics of rapid diagnostics, progressive load-increasing active rehabilitation, and return-to-sports testing procedures.

Module 22: PT Process in Palliation, Oncology, and Psychiatry

- Learning Outcomes: Medical expertise and basic skill acquisition in the areas of palliation, oncology, and psychiatry, with particular emphasis on the peculiarities for implementing physical therapy processes in these specialties.
- Content focus: Implementation of the physiotherapeutic process in the listed specialties giving special attention to the issues of dying, dealing with terminally ill patients, hospice care and enhancing the quality of life. Special features of physiotherapeutic activity in the subject area of mental illness and client-centered treatment options in group and individual settings.

Module 23: PT Process Organ System 2 (Focus: Urology, Proctology, Gynecology and Surgery)

- Learning Outcomes: Medical knowledge and skill acquisition in the areas of urology, gynecology, proctology, obstetrics and surgery. This predominantly involves the application of the physiotherapeutic process including all sub-aspects in the listed specialties.
- Content focus: Medical expertise (pathogenesis, clinical hallmarks, medical and physiotherapeutic treatment strategies) in the listed specialties and the direct implementation of the acquired knowledge in the specialty-specific physiotherapeutic processes. (Emphasis: Pregnancy, childbirth, obstetrics and regression, incontinence, pelvic floor therapy, prostate pathologies, amputations, burns).

Module 24: Physical Therapy in Healthcare 1 (Emphasis: Entrepreneurship and Law)

- Learning Outcomes: Acquisition of competencies with regard to legal, labor law and business fundamentals in the context of the Austrian health care system and the topic of freelance/self-employed professional practice.
- Content focus: Legal foundations for health care professions, employee protection, the general data protection regulation, patients' rights and civil law aspects in the context of treatment contracts. Legal and business requirements in the context of setting up a business and practicing as a freelancer. Basic principles of the development of start-up ideas under the aspects of project management.

Module 25: Professional Practical Training 4

- Learning Outcomes: Acquisition of competence in patient care. The students are able to plan, carry out and document physiotherapeutic processes related to the compulsory and elective areas according to the FH-MTD-AV. They treat patients under supervision, reflect on their own actions and present a complete physiotherapeutic process in English in small groups.
- Content focus: The fourth professional internship of 8 weeks in the previously trained subject areas with an accompanying or subsequent seminar (Focus: presentation, reflection and discussion of a physiotherapeutic process in small groups).

Module 26: Elective module

- Learning Outcomes: In-depth acquisition of competencies in a wide variety of specialties and topics in physical therapy. In particular, in the specialties of orthopedics, neurology, and dynamic current international developments and trends impacting physical therapy.
- Content focus: Freedom to choose from one of three offered elective modules. The topics of orthopedics, neurology, and „current developments and trends impacting physical therapy“ are available for selection. This module offers on the one hand the possibility of an interest-dependent and individual thematic deepening and on the other hand the opportunity to react quickly to dynamic developments in the field of physiotherapy.

Module 27: Applied Research in Physical Therapy 2 (Emphasis: Bachelor Thesis 2)

- Learning Outcomes: Acquisition of competencies in the context of applied health science research in physical therapy, particularly in the areas of planning, implementation, and writing of the Bachelor Thesis 2.
- Content focus: The planning, the research question and hypothesis formulation, the exposé presentation, the implementation and the writing of the bachelor thesis 2. Based on a freely selectable topic with physiotherapeutic relevance and a recognizable research deficit, literature work and (under the condition of a positive ethics vote of the Ethics Committee of the Province of Carinthia) also an empirical work can preferably be implemented.

Module 28: Physiotherapy in Health Care 2 (Focus: eHealth, Telerehabilitation, Professional Studies, Ethics, Health Care and Public Health)

- Learning Outcomes: Acquisition of competencies regarding the role of physical therapy in health care from the aspects of eHealth and telerehabilitation, ethical and professional law issues, and public health.
- Main topics are professional legal aspects of physiotherapeutic activity (MTD-law for physiotherapy), basic ethical considerations and ethics in medical research, the role of physiotherapy in the Austrian health care system, epidemiological basics and the public healthcare system, basics of the topics eHealth and telerehabilitation with practical application possibilities within the physiotherapeutic activity.

Module 29: Professional Practical Training 5

- Learning Outcomes: Acquisition of competence in patient care. Students are able to plan, carry out and document physiotherapeutic processes related to the compulsory and optional areas according to the FH-MTD-AV. They treat patients under supervision, reflect upon their own actions and present a complete physiotherapeutic process in small groups.
- Content focus: The fifth professional internship of 10 weeks in the previously trained specialties with accompanying or subsequent seminar (focus: presentation, reflection and discussion of a physiotherapeutic process in small groups). Optional participation in the Erasmus+ program.



6 Appendix

In the annex you will find the following documents/templates:

- Legal provisions
- Confirmation of the liability insurance for the students within the framework of the compulsory internships
- Assessment sheet for practical training

7 Legal provisions on the professional internship (FH- MTD-AV, BGBL. II No. 2/2006)

7.1 Competences

§1 Within the framework of FH Bachelor's degree programmes for training in the higher medical-technical services, it shall be ensured that graduates have acquired at least the following competences:

The following table shows the

1. technical-methodical competences (Annex 1)
2. social-communicative competences and personal competences according to Annex 8 and
3. scientific competences (according to Annex 9)

7.1.1 Professional-methodical competences of the physiotherapist (Annex 1)

The graduates have acquired the technical and methodological competences for the independent performance of physiotherapy in accordance with § 2 Para. 1 of the MTD Act. Graduates have learned to combine physiotherapeutic knowledge and skills with medical knowledge as well as knowledge from other relevant disciplines for independent physiotherapeutic action, in order to apply these in particular in the specialist areas of occupational medicine, surgery, gynaecology and obstetrics, geriatrics, internal medicine, intensive care medicine, cardiology, paediatrics and adolescent medicine, neurology, orthopaedics, physical medicine, psychiatry, pulmonology, rheumatology, traumatology and urology. They master the working steps of physiotherapy which serve to maintain, promote, improve or regain the ability to move in health promotion, prevention, therapy and rehabilitation. Upon completion of the training, they have developed a professional ethical attitude that guides their actions in the medical and social context.

The graduate can:

1. carry out physiotherapy as part of the overall medical process according to a doctor's orders; this includes the work steps of problem identification, planning, implementation as well as quality assurance, evaluation, documentation and reflection;
2. understand the patient's health problem, recognise the physiotherapeutically relevant information from the already existing findings and, if necessary, consult with the responsible doctor or other responsible persons about missing relevant information;
3. recognise the limits of the autonomous exercise of the profession and the reference to the corresponding legal regulations;
4. recognise the responsibility of other health care professions and other professions and work in a multiprofessional context;
5. recognise contraindications for the respective physiotherapeutic measure;
6. imagine body postures and movement patterns and recognise the impact of symptoms on movement behaviour;
7. create a physiotherapeutic finding based on the results of the information gathering in a hypothesis-guided manner by means of profession-specific examination procedures through inspection, palpation and functional examination;
8. draw up a therapy plan, set physiotherapeutic goals and implement the therapy plan;
9. carry out therapies in accordance with professional and scientific knowledge and experience;
10. discuss the therapy plan with the patient, adjust it to their needs and motivate them to cooperate;
11. critically question the dosage of the measures and the course of the intervention and adapt them to the patient;
12. carry out physiotherapeutic measures also with groups of people and react adequately to group dynamic processes;
13. take into account the requirements of quality management and hygiene;
14. document the course of treatment and analyse and evaluate the results;
15. assess the effect of non-physiological stresses on the movement system in the context of carry out prevention and offer targeted developmental and health maintenance measures;
16. recognise life-threatening conditions and provide appropriate first aid;
17. the professional activity, in particular in the case of freelance professional practice, by means of organisational and develop, design and implement business management principles.

7.1.2 Social-communicative competences and personal competences (Annex 8)

Graduates have social communication skills and self-competences such as communication skills in particular, critical faculties, ability to deal with conflict, empathy, role distance, frustration tolerance, self-determination, self-reflection skills, ability to shape and co-determination skills, the ability to work in a team and a professional self-image for practising the profession.

The graduate can:

1. their own skills with regard to technical, organisational, coordinating and administrative tasks;
2. realistically assess job requirements;
3. represent their own decisions responsibly to the outside world; communicative and organisational skills that are necessary for managing complex interdisciplinary tasks that are required;
4. conduct information and explanatory talks professionally and build up a basis of trust with the patient or relatives;
5. take into account cultural and religious needs, lifestyles and values;
6. work according to professional, economic and ecological principles;
7. meet the requirements of lifelong learning and the continuing education obligation from the point of view of continuous adaptation to medical-scientific findings in order to ensure the quality of professional practice;
8. contribute to the further development of the profession.

7.2 Minimum requirements for training

§(1) The teaching of the competences pursuant to § 1 shall be carried out through a

1. theoretical training including practical exercises and
2. practical training to take place at the internship sites.

(2) The practical training at the internship places pursuant to para 1 subpara 2 shall comply with the minimum requirements laid down for the respective division pursuant to Annexes 10 to 16.

7.3 Design of the training

§(1) Training shall be organised in such a way that the teaching of theoretical training contents is combined with the teaching of practical skills and abilities are coordinated, intertwined and interrelated.

(2) Within the framework of the theoretical training are

1. to understand the technical-scientific basics, occupation-specific contexts and work processes.
Mediate as well as
2. impart practical knowledge and skills in the form of practical exercises in small groups, to practice and reflect.

(3) The following principles shall be observed when carrying out the practical training at the internship sites as set out in Annexes 10 to 16:

1. The practical training is patient-oriented.
2. The practical implementation of theoretical teaching content is carried out continuously and building on the and deepened during the internships.
3. The practical training at the internship sites shall comprise at least 25 % of the work performance of three (total workload) of a student in order to ensure the implementation of the internship areas listed in Annexes 10 to 16.
4. The implementation of the practical training according to Annexes 10 to 16 is documented by the student in a training protocol. Personal data will be avoided. The documentation is done anonymously.
5. The implementation and documentation of the individual internships is assessed. Repeat opportunities are provided for negatively assessed internships or parts of internships.
6. Successful completion of the internships is a prerequisite for admission to the commission. Bachelor's examination.

7. A sufficient number of professionally suitable relevant internship positions in hospitals as well as in other institutions, provided that the imparting of the required knowledge, skills and abilities is ensured in these institutions, shall be ensured by corresponding agreements (cooperation agreements), with a predominant number of the internship positions being in hospitals.
8. The suitability of a placement site for practical training is given if the necessary personnel and material resources as well as the implementation of the therapeutic or diagnostic measures and procedures provided for in Annexes 10 to 16 of the respective specialist areas of the corresponding division are ensured.
9. Guidance within the framework of practical training shall take place in consultation with and under the continuous supervision of the trainer. Feedback with the respective teachers of the Bachelor's degree programme at the university of applied sciences.
10. At the internship sites, it is ensured that a competent person according to § 5 instructs and continuously supervises a maximum of two students at the same time (training ratio 1:2).

7.4 Minimum requirements for the professional internship guide

§ 6. The supervision of the practical training in accordance with Annexes 10 to 16 shall be carried out by a competent person to be made by persons who

1. have at least one year of relevant professional experience in an occupational field relevant to the respective internship and
2. are pedagogically suitable.

7.5 Minimum requirements at the practical Training of the physiotherapist (Annex 10)

The practical training shall mainly take place in hospitals. Further parts of the practical training may be

1. in health care facilities under medical supervision,
 2. in other health care facilities in individual exceptional cases with regard to structural requirements
 3. and in social welfare institutions
- be carried out, provided that the teaching of the required knowledge, skills and abilities is guaranteed. The practical training shall cover the areas of acute medicine, long-term medicine and rehabilitation as well as health promotion and prevention. When selecting patients, attention shall be paid to an appropriate diversity of clinical pictures, functional impairments and age groups, whereby young and old people shall be considered in the same way.

Within the framework of the practical training are

1. to acquire sound experience in patient care in the compulsory and elective areas as well as sound knowledge, skills and abilities in the performance of physiotherapeutic measures,
2. perform at least 20 processes according to Appendix 1 in the mandatory areas.

Compulsory areas:

1. Traumatology, orthopaedics with special consideration of the musculoskeletal system;
2. Internal medicine, pulmonology and cardiology with special reference to the organ system;
3. Psychiatry, geriatrics with special reference to behaviour and experience;
4. Neurology, paediatrics and adolescent medicine with special emphasis on movement development and movement control;
5. Physical medicine and rehabilitation

Elective areas depending on individual focus:

1. Surgery, gynaecology and obstetrics, intensive care, oncology, urology or other clinical specialties
2. Multi-professional area: in collaboration with occupational therapists, speech therapists or
3. Dieticians
4. Occupational health;
5. Health promotion



Confirmation of the liability insurance for the students within the framework of the compulsory internships

Dear internship partners,

According to the FH-MTD-AV, students of the Bachelor's degree programme in Physiotherapy have to complete free professional internships as a compulsory part of their studies. There are no costs for the employers of the professional internships, as the students are insured against liability during the entire study period through their membership in the Austrian Student Union (ÖH). The insurance covers property damage and personal injury to third parties up to an amount of EUR 1,000,000.

In addition, the ÖH also provides accident insurance in the amount of € 7.500,-. Detailed information, forms for reporting claims and the entire bundle insurance contract can be found at: <https://www.oeh.ac.at/service/oeh-versicherung> No social insurance obligation arises for the professional internship employer.

With kind regards
Your programme director Dr Michael Suppanz, MSc



Klagenfurt, October 2021

Assessment sheet for practical training

Assessment sheet for notation of the Internship

Name of the Student:					
Speciality of the internship:					
Institution of the internship:					
Internship supervisor:					
Internship period:	from		to		Internship No.

Information on the assessment sheet:

- Notation**

- Mainly performs at an excellent level
 - Mainly performs at a high level
 - Mainly performs at the required level
 - Shows sufficient performance at the required level
 - Does not perform at the required level (Insufficient → Negative notation)
- n/b. Not assessed

- Rules for assessment:**

- Tick **n/b** (not assessed) only if the student has not had the opportunity to demonstrate the required behavior.
- If a criterion cannot be assessed, it will not be counted, and the total must be adjusted by the missing criterion.
- Tick only one notation mark for each assessment criterion.
- If an assessment falls between two marks, the better mark will be used to calculate the total.
- Evaluate the student's performance considering his current level in the education program.

Program-specific information/comments:

- Assess only the individual criteria, the final mark is calculated by the School.
- If an individual criterion is assessed negatively (notation mark → 5), the entire professional internship shall be deemed to be assessed negatively and must be repeated.

Department	Hours	General overview	
		Target - hours	
		Missing hours	
		Make up missed work	
		Actual - hours	

A) Professional behaviour						
1. Respects the rights and consent of patients/clients	1	2	3	4	5	n/b
2. Shows willingness to learn	1	2	3	4	5	n/b
3. Acts in accordance with institutional, social, and professional ethics principles	1	2	3	4	5	n/b
4. Shows teamwork/ability	1	2	3	4	5	n/b
B) Communication						
5. Communicates effectively and appropriately - verbally/nonverbally	1	2	3	4	5	n/b
6. Maintains clear and accurate documentation	1	2	3	4	5	n/b
C) Diagnosis						
7. Conducts an appropriate anamnesis with the patients/clients	1	2	3	4	5	n/b
8. Carries out an appropriate physical examination	1	2	3	4	5	n/b
D) Analysis & Planning						
9. Interprets the examination results appropriately	1	2	3	4	5	n/b
10. Sets priorities and formulates therapy goals	1	2	3	4	5	n/b
11. Selects appropriate treatment measures in consultation with the patients/clients	1	2	3	4	5	n/b
E) Treatment/therapy measures						
12. Carries out the therapy measures appropriately	1	2	3	4	5	n/b
13. Demonstrates pedagogical skills	1	2	3	4	5	n/b
14. Continuously evaluates the effect of the measures	1	2	3	4	5	n/b
15. Plans the completion of therapy	1	2	3	4	5	n/b

Date / Signature Internship Supervisor/ Stamp

Initial objectives

Performed on:		with:	

Feedback at mid-way

Performed on:		From:	

Final feedback

Performed on:		From:	

Examples of performance indicators

- 1. Respects the rights and consent of patients/clients**
 - the declaration of consent was obtained and documented in accordance with the rules/regulations of the Internship's Institution understands and respects the rights of patients/clients
 - Allows sufficient time to discuss the risks and benefits of the proposed treatment with the patient/client, supervisors, and relatives.
 - refers patients/clients to a more experienced team member if necessary
 - Inform the placement supervisor or other appropriate person if patients may be at risk.
 - Respects the privacy and dignity of patients
 - upholds professional secrecy
 - applies ethical principles in the collection, storage, use and disclosure of data and information
 - Acts in an ethically correct manner and incorporates ethical considerations when dealing with patients/clients/relatives.
 - ...
- 2. Shows willingness to learn**
 - Responds in a positive manner to questions, suggestions and / or constructive feedback
 - Repeats and prepares suitable/learning material/documents before and during the internship
 - Develops an action plan in response to the feedback and implements it
 - Requests necessary information/support
 - Demonstrates self-evaluation, reflects on learning progress, and implements appropriate changes based on this reflection.
 - learns independently and recognizes further learning needs
 - Uses the internship period responsibly
 - Acts within the framework of personal competence, recognizes personal and professional strengths and limitations
 - Finds and uses relevant current evidence such as examination and treatment guidelines and systematic reviews.
 - ...
- 3. Acts in accordance with institutional, social, and professional ethics principles**
 - Follows the rules and procedures of the facility

- Notifies the right people of circumstances that could affect adequate work performance
 - observes the hygiene regulations and the health and safety rules of the workplace
 - Appears capable for the internship
 - Arrives on time and leaves the workplace at the agreed time
 - Notifies appropriate persons of a planned absence
 - wears a name tag
 - Observes dress code
 - Completes projects/tasks within the scheduled timeframe
 - Maintains appropriate professional boundaries in dealing with patients and supervisors.
 - demonstrates appropriate strategies for self-protection (e.g., stress management)
 - Acts sensitively in the cultural context of the institution
 - ...
- 4. Shows teamwork/ ability**
 - shows understanding for team processes
 - Participates appropriately in team meetings
 - Recognizes the expertise and role of other health professionals
 - Works with other health professionals involved and the patient/client to achieve optimal outcomes
 - Works well and respectfully with others who treat and care for patients/clients.
 - ...
 - 5. Communicates efficiently and appropriately - verbally / non-verbally**
 - greets others appropriately
 - asks questions in a targeted way to obtain appropriate information
 - listens attentively and can understand the patient's/client's point of view
 - gives clear instructions
 - uses a style of language and communication appropriate to the situation
 - recognizes difficulties in communication and develops appropriate strategies to optimize the relationship and communication with patients/clients (e.g., hearing impairment, non-english speaking, cognitive impairment, consideration of non-verbal communication).
 - Communicates effectively with the placement supervisor
 - Communication with patients/clients is conducted in a manner and environment that shows consideration for patient/client confidentiality, privacy, and sensitivities.

- ...
- 6. Maintains clear and accurate documentation**
 - writes legibly
 - Conducts the documentation according to appropriate specifications
 - Maintains records in accordance with legal requirements
 - Follows organizational rules and regulations on communication
 - Adapts written documents to diverse groups of people (e.g., provides translated documents for non-english speaking people, considers reading ability, age of patients/clients).
 - ...
 - 7. Conducts an appropriate anamnesis interview with the patients/clients**
 - positions the persons safely and comfortably for the anamnesis interview
 - conducts a structured, systematic, and focused history interview to ask for qualitative and quantitative details
 - Recognizes and responds appropriately to important cues from patients/clients.
 - recognizes the goals and expectations of patients/clients
 - Conducts an appropriate assessment considering the biopsychosocial factors
 - Gets important additional information
 - Generates a working hypothesis to identify priorities and needs for further investigation and treatment.
 - completes the anamnesis in a reasonable period
 - ...
 - 8. Conducts an appropriate physical examination**
 - considers the welfare and safety of patients/clients
 - Plans the conduct of the examination and the clinical reasoning process based on information from the patient's/client's medical history and supplementary information at all levels of the ICF.
 - designs a systematic, safe, and goal-oriented examination that is adapted to the health status of the patient/client
 - Demonstrates a sensitive and appropriate approach to conducting the examination and respects the patient's/client's need for privacy.
 - Performs all tests and measurements safely, accurately, and consistently
 - Changes the examination in a comprehensible way according to the profile of the

- patient/client, the feedback, and the relevant findings.
- Conducts appropriate tests to clarify the diagnosis
- Completes the investigation in an appropriate period
- ...

9. Interprets the examination results appropriately

- describes the conclusions drawn from the study results
- Describes the appearance and expected course of common clinical pictures
- Establishes a link between the signs and symptoms to the pathology and the levels of the ICF
- Interprets the results at each stage of the assessment to progressively refute or confirm the hypothesis(es).
- Makes reasoned decisions regarding diagnoses based on knowledge and clinical reasoning.
- Prioritizes important research results
- Identifies and justifies the reassessment parameters to verify the success of the treatment
- ...

10. Sets priorities and formulates therapy goals

- Links examination results with therapy goals
- Identifies and prioritizes the problems of the patients/clients
- Works with the patients/clients to prioritize the problems.
- considers the values, priorities and needs of the patients/clients
- sets realistic goals together with the patient/client
- Formulates and schedules specific, measurable, achievable, and relevant objectives
- ...

11. Selects appropriate treatment interventions in consultation with patients/clients

- Identifies and justifies possible therapeutic interventions considering the needs of the patient/client, evidence, and resources
- considers whether physiotherapy treatment is indicated
- Demonstrates an appropriate range of skills and treatment approaches
- gives comprehensible reasons (e.g., expected effectiveness) for the chosen therapeutic measures
- Considers contraindications and precautions in the selection of treatment measures
- advises patients/clients about the effects of treatment or non-treatment

- Reflects on the measures, considering the physical, emotional, and financial effort involved
- ...

12. Carries out the therapy measures appropriately

- considers other processes (such as nursing measures, medication, etc.) when scheduling therapy.
- Demonstrates appropriate therapeutic skills in dealing with patients/clients during treatment.
- Performs techniques/measures at an appropriate level
- Observes the hygiene guidelines
- Prepares a suitable and safe environment for the patients/clients, including the necessary therapy materials.
- recognizes the need for support in a treatment situation and requests it in an appropriate manner
- completes the treatment in a reasonable time
- ...

13. shows pedagogical skills

- demonstrates pedagogical and didactic skills in patient education (e.g., methodical structure of a therapy unit) and in leading group therapies
- Develops a realistic self-management program together with the patients/clients in dealing with the disease or in prevention
- Provides information in a variety of ways according to the needs of the patients/clients.
- Ensures that patients/clients have understood the information provided.
- Uses appropriate strategies to motivate patients/clients to participate and take responsibility for the achievement of set goals
- discusses the expectations regarding physiotherapeutic treatment and its results with the persons concerned
- Gives feedback to the patients/clients
- Encourages patients/clients to self-evaluate the achievement of goals.
- ...

14. continuously evaluates the effect of the measures

- Integrates reassessment into the treatment process
- Observes the patients/clients during the treatment and reacts
- Modifies the therapy measures based on the reassessment and observation
- Documents and communicates results

- communicates a lack of success in treatment to the practice supervisor
- ...

15. plans the end of therapy

- Informs patients/clients about useful strategies for maintaining and improving health after discharge.
- Considers that the management of ADLs can be conducted in the best feasible way in a home environment.
- can summarize relevant results from the physiotherapeutic process in a final/transfer report
- cooperates in the planning of the discharge
- ...