

Customising SPEF-R

Student Practice Evaluation Form – Revised Edition

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SPEF-R ©

The SPEF-R © Package includes:

- ✓ User Manual
- ✓ Student Practice Evaluation Form
- ✓ Student Review of Professional Placement
- ✓ Resume Preparation Tool

www.uq.edu.au/spef

e-SPEF-R ©

<http://www.spefronline.com/uq/Account/LogOn?ReturnUrl=%2fuq%2fHome%2fIndex>



Primary purpose of the SPEF-R © is to provide reliable, valid and constructive evaluation of student performance.

Goes beyond student assessment if used to orientate to placement expectations and provide a structure for feedback across the placement by

- **Facilitating clear communication**
- **Encouraging learning and ongoing planning**
- **Facilitating self-evaluation and reflection.**

Customising the SPEF-R[©]

- Determines expectations
- Determines behaviours that need to be demonstrated
- Understand difference in quality of behaviour needed in relation to the ratings

Closer look at SPEF-R[©]

Learning objectives within 8 domains:

- Professional Behaviour
- Self Management Skills
- Co-worker Communication
- Communication Skills
- Documentation
- Information Gathering
- Service Provision
- Service Evaluation

Each objective has an item bank that describes knowledge, behaviours skills that demonstrate achievement of the learning objective.

There are **core items** in each learning objective that are considered essential components of OT Practice – student **must achieve a passed for all core items.**

Two broad streams to account for practice variation:

- Direct Service Provision (A) and
- Project Management/ Consultancy (B).

Ratings

FAILING	1. Performs Unacceptably
EXPERIENCING DIFFICULTY	2. Performs Marginally
PASSING	3. Performs Adequately
	4. Performs Proficiently
	5. Performs with Distinction
	N/A – Not Applicable
	I/O – Insufficient Observation

Professional Behaviour

Conducts self in a professional manner

Actions	Examples of behaviour
➤ Respects rights, values, beliefs and needs of service users and staff	Uses non-discriminatory and non-judgemental language, validates other's values & perspectives, separates own values from those of others; adheres to relevant legislation..
➤ Adheres to privacy and confidentiality requirements	Handles workplace documentation appropriately, adheres to privacy policies, legislation and codes of conduct
➤ Ensures personal, co-worker and service user safety	Complies with OHS policies, procedures and legislation; demonstrates an awareness of potential hazards; identifies need for risk analysis; reports incidents ..
➤ Adheres to workplace procedures and expectations	Adapts to workplace culture; maintains appropriate appearance and attire; follows administrative procedures; manages shared spaces and resources ...
Represents OT in an appropriate manner	Explains OT clearly to others; assumes OT role appropriate to setting; adheres to OT Australian Code of Ethics

Professional Behaviours

Objective	What actions will you take to achieve/ ensure this?
Respects rights, values, beliefs and needs of service users and staff	<p>Avoid stereo typing, making judgements or assumptions about clients based on past history or current presentation.</p> <p>Practise sensitively in the cultural context.</p>
Adheres to privacy and confidentiality requirements	<p>Do not take identifying client information home.</p> <p>Use discretion when discussing client details eg. Close office doors, not in public spaces.</p> <p>Read organisations confidentiality policy.</p>
Ensures personal, co-worker and service user safety	<p>Take mobile phone, duress alarms in to sessions with clients.</p>
Adheres to workplace procedures and expectations	<p>Call appropriate personnel to report intended absence.</p> <p>Respectfully share 'hot desks' with other staff.</p>
Represents OT in an appropriate manner	<p>Able to introduce self and as an O/T student and describe role and reason for visit.</p>

Self management Skills

Objective	What actions will you take to achieve/ ensure this?
Demonstrates effective time management skills	<p>Able to manage own work schedule.</p> <p>Able to prioritize work load.</p> <p>Take responsibility for scheduling a 30min lunch break daily.</p>
Assumes responsibility for own learning	<p>Articulate evidence of problem solving rather than just seeking assistance.</p> <p>Initiate follow up of gaps in knowledge.</p>
Demonstrates initiative & takes responsibility for actions	<p>Seeks opportunities to meet learning needs.</p>
Demonstrates appropriate stress management skills	<p>Initiates debriefing opportunities with supervisor as needed.</p>
Responds to supervision & constructive feedback appropriately, and modifies practice	<p>Responds in a positive manner to questions, suggestions, and /or constructive feedback.</p>



THANK
YOU