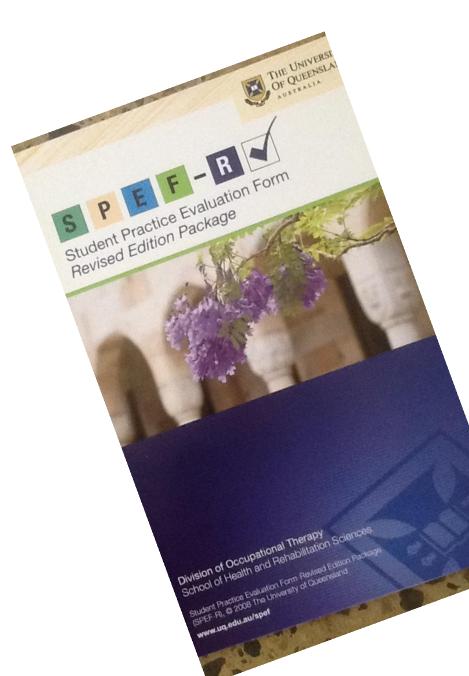
Customising SPEF-R Student Practice Evaluation Form – Revised Edition

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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 <u>www.uq.edu.au/spef</u>

e-SPEF-R ©

http://www.spefronline.com/uq/Account/LogOn?ReturnUrl=%2 fuq%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	Handles workplace documentation appropriately,
confidentiality	adheres to privacy policies, legislation and codes of
requirements	conduct
Ensures personal, co-	Complies with OHS policies, procedures and legislation;
worker and service	demonstrates an awareness of potential hazards;
user safety	identifies need for risk analysis; reports incidents
Adheres to workplace	Adapts to workplace culture; maintains appropriate
procedures and	appearance and attire; follows administrative procedures;
expectations	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	Avoid stereo typing, making judgements or assumptions about clients based on past history or current presentation. Practise sensitively in the cultural context.
Adheres to privacy and confidentiality	Do not take identifying client information home.
requirements	Use discretion when discussing client details eg. Close office doors, not in public spaces.
	Read organisations confidentiality policy.
Ensures personal, co- worker and service user safety	Take mobile phone, duress alarms in to sessions with clients.
Adheres to workplace procedures and expectations	Call appropriate personnel to report intended absence. Respectfully share 'hot desks' with other staff.
Represents OT in an appropriate manner	Able to introduce self and as an O/T student and describe role and reason for visit.

Self management Skills

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

