 **SPEF-R2**
Student Practice Evaluation Form
Revised (Second Edition) Package


Introduction to the SPEF-R2

Acknowledgment of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.



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Outline

- SPEF-R Review Project
- Key updates and changes in the SPEF-R2
- Specific examples of some key items
- SPEF-R2 Package
- SPEF-R2 Online & Training websites
- Transitioning to the SPEF-R2
- Key resources & tools



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Welcome and introduction

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SPEF-R Review Background

- Occupational Therapy landscape has evolved significantly since SPEF-R introduced in 2008
- Expansion of OT practice contexts and service delivery models
- Significant increase in demand for a variety of practice placements
- More opportunities in emerging areas of practice
- Further impetus for the review came from the release of the Australian OT Competency Standards (AOTCS) 2018


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Summary of Research Process


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graph LR; A[AOTCS 2018 Contemporary practice] --> B[Draft SPEF-R2]; B --> C[Pilot SPEF-R2]; C --> D[Final SPEF-R2]; E[National survey and reference group feedback] --> B; F[Pilot survey and focus group feedback] --> C; G[Original SPEF-R] --> B; B --> C; C --> D;
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Mapping the SPEF-R to the AOTCS 2018


<p>Points of Similarity & Correlation</p> <ul style="list-style-type: none"> • professionalism • goal setting • OT process • occupational performance • client-centeredness • communication • quality improvement • service evaluation 	<p>Areas for Attention & Improvement</p> <ul style="list-style-type: none"> • cultural responsiveness and cultural safety • power imbalances • conflicts of interest • student peer learning & support • informed consent • evidence based practice • assistive technology • environmental modifications
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Major Initial Revisions to the SPEF-R


- outdated or ambiguous items removed
- clear cultural thread added
- professional/clinical reasoning added
- reflective practice content expanded
- clearer and more consistent reference to EBP
- models of practice included
- student health and wellbeing self-management emphasised
- documentation domain expanded

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Additional Contemporary Revisions


- recognising and responding to conflicts of interest
- consent
- power imbalance
- use of social media
- student peer communication
- respecting service user's right to make informed decisions
- online/electronic notes
- technology, devices and modifications

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Draft SPEF-R2 National Consultation


Online surveys: a) clinicians/university staff
b) students

213 clinician & university staff responses	63 student responses	Representation across seven different states and territories
Wide variety of practice areas	Significant variation in years of experience working as an OT	Wide variety of experience levels in using the SPEF-R


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The SPEF-R2 Pilot: June – December 2019


- 23 participants (practice educators)
- six states and territories
- used concurrently (in the background) with the SPEF-R
- variety of practice areas and contexts
- halfway and final evaluation points
- students at range of performance levels
- Stream A (Direct service provision) and Stream B (Project management/consultancy)
- detailed feedback sought from practice educators on applicability and utility
- online survey and post-pilot focus groups

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Summary of Major Changes



- 18 – 20 items per stream with amended descriptions
- 29 – 31 items per stream with amended, updated, removed or new examples
- 3 items removed or absorbed into others
- 4 items changed from non-core to core
- 2 new items

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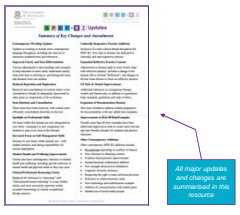
Key Content Changes



- contemporary wording
- improved clarity and item differentiation
- reduced repetition and duplication
- item deletions and consolidation
- increased focus on self-management skills
- student health and wellbeing improvements
- clinical/professional reasoning clarity
- culturally responsive practice additions
- spotlight on professional behaviour
- expanded reflective practice
- OT role & models
- expansion of documentation domain

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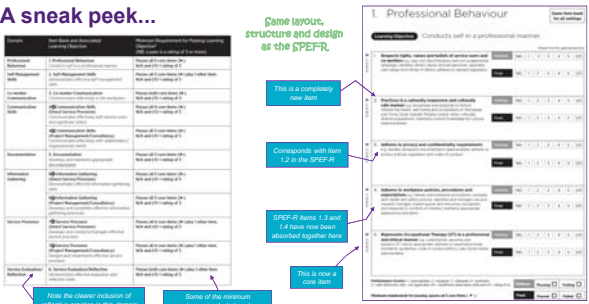
Other Contemporary Additions...



- conflict of interest
- consent
- evidence based practice
- interprofessional collaboration
- power imbalances
- linguistic diversity
- service user right to make informed decisions
- online/electronic notes
- technology
- peer communication
- student use of social media

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A sneak peek...



Same layout, structure and design as the SPEF-R.

- This is a completely new item
- Corresponds with item 1.2 in the SPEF-R
- SPEF-R items 1.3 and 1.4 have now been absorbed together here
- This is now a core item
- Note the clearer indication of reflective practice in the domain
- Some of the minimum requirement calculations have changed slightly

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Removed Items

Domain 1 Professional Behaviour


- Item 1.3 → ensuring safety now included in adherence to workplace procedures and expectations (1.4)

Domain 6 Information Gathering

- Items 6.1 + 6.2 → identifying information required (own and client) to prepare (6.1)
- Items 6.4 + 6.5 → implementing appropriate information gathering methods/processes (6.3)




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New items

<p>Domain 1 Professional Behaviour</p> <p>Practices in a culturally responsive and culturally safe manner</p> <p><i>e.g. recognises and responds to factors influencing health, wellbeing and occupations of Aboriginal and Torres Strait Islander Peoples and/or other culturally diverse populations; maintains current knowledge for cultural responsiveness.</i></p>	<p>Domain 5 Documentation</p> <p>Selects and implements appropriate methods of documentation</p> <p><i>e.g. develops/uses documentation templates and examples appropriately; uses appropriate range of documents; checks drafts with practice educator and responds to feedback; ensures countersignature by practice educator.</i></p>
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Additions Regarding Cultural Responsiveness - example

SPEF-R


4.1 Develops, maintains and closes collaborative relationships appropriately with service users

e.g. uses appropriate verbal and nonverbal skills; uses respectful listening and questioning skills; uses appropriate and respectful physical contact/manual handling; establishes appropriate boundaries; engages and maintains ongoing dialogue with service user over time...


SPEF-R2

4.1 Develops, maintains and closes collaborative relationships appropriately with service users

e.g. gains consent as required; uses culturally responsive communication tools and strategies; uses appropriate verbal and nonverbal skills; uses respectful listening and questioning; recognises and manages any inherent power imbalance; establishes appropriate boundaries.




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Additions Regarding Cultural Responsiveness - example

SPEF-R
6.4 Implements appropriate information gathering methods/processes
e.g. conducts appropriate information gathering process according to guidelines/accepted practice; selects and arranges environment appropriately...

SPEF-R2
6.3 Implements appropriate information gathering methods/processes
e.g. considers OT models of practice; follows guidelines/accepted practice; gathers information in a culturally sensitive way; notices fatigue/pain/impulsiveness/mood/attention/concentration, quality of movement/posture and adapts approach accordingly.


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Additions Regarding Cultural Responsiveness - example

SPEF-R
7.1 Collaborates with service users, significant others, and other service providers to establish/support priorities
e.g. incorporates information gathered; considers specific service user needs/preferences; considers occupational roles and performance; recognises environmental factors, community/personal networks.....

SPEF-R2
7.1 Collaborates with service users, significant others, and other service providers to establish/support priorities
e.g. incorporates information gathered; considers specific service user needs/preferences, including factors influencing needs/preferences of Aboriginal and Torres Strait Islander Peoples and/or other culturally diverse populations; considers occupational roles and performance; develops goals in conjunction with service users/significant others; recognises environmental factors, community/personal networks.


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Additions to Domain 8 - example

SPEF-R
8.2 Implements evaluation strategies during and following service provision
e.g. reflects on service provision in action and recognises change; describes positive and negative aspects of service provision; engages in quality/continuous improvement processes ...

SPEF-R2
8.2 Implements evaluation and reflection strategies during and following service provision
e.g. reflects on service provision in action and following service provision; reflects on both service user performance and own; describes positive and negative aspects of service provision; contributes to debrief and feedback sessions in a balanced way.


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Additions to Domain 8 - example

SPEF-R
8.3 Interprets evaluation information appropriately
e.g. analyses information gathered; recognises factors that influence service provision outcomes; articulates interpretation of information in light of strategies used, own professional skills and the broader context of environmental/service user/stakeholder factors; identifies potential recommendations ...


SPEF-R2
8.3. Interprets reflection and evaluation information appropriately
e.g. recognises factors that influence service outcomes; reflects on progress in light of strategies used, own skills and the broader context; identifies potential strategies to develop performance.


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New Core Items


<p>Domain 1 Professional Behaviour</p> <p>▶ 1.5 Represents occupational therapy (OT) in a professional and ethical manner <i>e.g. understands, assumes and explains OT role as appropriate; adheres to registration body standards, guidelines, code of conduct/ethics; uses social media appropriately.</i></p>	<p>Domain 2 Self-Management</p> <p>▶ 2.3 Demonstrates initiative and takes responsibility for actions <i>e.g. uses problem-solving skills; offers assistance where appropriate; takes initiative for negotiating tasks; follows through on agreed actions.</i></p>
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New Core Items

<p>Domain 6 Information Gathering</p> <p>▶ 6.1 Identifies information required to prepare for and guide service provision <i>e.g. recognises information gathering as an ongoing process; seeks and obtains general/collateral information relevant to service user illness/disability/context; refers to broader information/literature as appropriate; identifies possible service user/group needs/goals/preferences; completes suggested pre-readings; reviews relevant university course content.</i></p>	<p>Domain 8 Service Evaluation/Reflection</p> <p>▶ 8.4 Adapts service provision in response to reflection and new/evaluation information <i>e.g. reviews progress/outcomes with service user/stakeholders; makes changes to approach in response to new information; applies agreed strategies to improve own performance.</i></p>
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The SPEF-R2 Package

The SPEF-R2 Package includes:


1. User Manual
 - updated and expanded content
 - domain specific rating descriptors
 - now includes SPEF-R2 Online content
2. Student Practice Evaluation Form (SPEF-R2)
3. Student Review of Professional Practice Placement
4. Résumé Preparation Tool – Record of Professional Practice Placement Experience



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The SPEF-R2 Online

- SPEF-R Online updated to match new SPEF-R2 content
- URL: <https://spefr.online/>
- Previous address (spefronline.com) has been redirected
- Includes updated evaluation result calculations (to accommodate new items and additional core items)
- Additional bug fixes and functionality improvements
- Optimises familiarity with existing SPEF-R Online

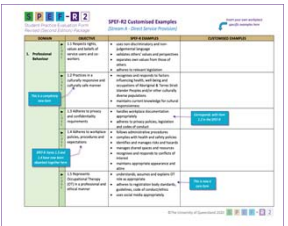


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Customising the SPEF-R2


Will I need to update/review my customised examples within the SPEF-R2?

- Yes. It will be necessary to create a new SPEF-R2 customised template but CEs will have access to view and copy from previous SPEF-R templates
- A new SPEF-R2 customised examples template has been developed to assist with this process.
- CEs will be able to copy and enter examples from SPEF-R version. We anticipate this process to be a once-off activity



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SPEF-R2 Training



Is there any SPEF-R2 online training available?

- Yes. The project team have also made significant updates to the SPEF-R2 Training Site, available at this link: <https://spef-r.shrs.uq.edu.au>
- Guides the user through a full, step-by-step rundown of the SPEF-R2, how to use it to evaluate a student on placement, and how to incorporate the SPEF-R2 into the placement planning processes.
- A comprehensive source of tools, tips and strategies to optimise the success of student placements through embedding the SPEF-R2 throughout the placement.

I have never used the SPEF-R or the SPEF-R2 before – where do I start?

- Start with the SPEF-R2 User Manual, and visiting the SPEF-R2 Training site (<https://spef-r.shrs.uq.edu.au>).
- Your local university will also readily provide assistance with any queries you may have, this includes educator training.

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Transitioning to the SPEF-R2

I've become so familiar with the SPEF-R – will the SPEF-R2 require a big adjustment for me?

- No. The update has been designed to make the transition as smooth as possible, with the SPEF-R2 continuing with the same overall format and structure of the SPEF-R.
- Again - in the SPEF-R2 pilot, 100% of participating clinicians and academic staff said they found it easy to adapt to the SPEF-R2.

Is the overall process for evaluating student performance changing?

- No. The updates and changes relate more to the content rather than the process.
- The structure, rating scale and halfway/final assessment timing remain unchanged. Some minor adjustments to minimum requirements for passing.

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Information to clinical educators

- Contact your local university for resources
- All educators should add this email address to their email contacts info@spefr.online

Resources for educators:

- SPEF-R2 Package:
 - User Manual
 - Student Practice Evaluation Form (SPEF-R2)
 - Student Review of Professional Practice Placement
 - Résumé Preparation Tool – Record of Professional Practice Placement Experience
- Customised Examples Template – Stream A and Stream B
- SPEF-R2 Online Guide for Educators
- SPEF-R2 Update - Guide to key changes and amendments
- FAQs on the SPEF-R2

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Key Resources

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Questions

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SPEF-R2 Summary

- The full SPEF-R2 Package, including the Evaluation Form, will be available from all licensed universities.
- All SPEF-R2 information and transition resources mentioned here today (including the summary of changes, SPEF-R2 FAQs & customised examples template) will be provided for practice educators.
- The SPEF-R2 Online will be available to you for use with 2021 placements.
- Please contact your local university for more information.
- Full information on the SPEF-R2 and how to use it can be found on the updated SPEF-R2 Training Site here: <https://spef-r.shrs.uq.edu.au>

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Thank You



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